

ACCREDITED



2020-2021 ANNUAL REPORT

PASADENA INDEPENDENT SCHOOL DISTRICT

JANUARY 2022



2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

District Number: 101917

2021 Accountability Rating: Not Rated: Declared State of Disaster

2021 Special Education Determination Status:

Needs Assistance

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------------------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 68% | 59% | 49% | 59% | 66% | * | 75% | * | 55% | 32% | 52% | 60% | 57% | 57% | 58% |
| | 2019 | 76% | 76% | 80% | 73% | 80% | 83% | * | 93% | - | 79% | 45% | 80% | 81% | 75% | 79% | 82% |
| At Meets Grade Level or Above | 2021 | 39% | 39% | 27% | 17% | 27% | 33% | * | 47% | * | 35% | 19% | 19% | 28% | 23% | 25% | 28% |
| | 2019 | 45% | 46% | 42% | 31% | 42% | 45% | * | 65% | - | 47% | 22% | 36% | 43% | 38% | 40% | 46% |
| At Masters Grade Level | 2021 | 19% | 20% | 12% | 6% | 12% | 18% | * | 15% | * | 16% | 4% | 10% | 13% | 10% | 11% | 15% |
| | 2019 | 27% | 28% | 23% | 14% | 23% | 23% | * | 46% | - | 37% | 5% | 18% | 24% | 20% | 22% | 25% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 62% | 51% | 29% | 51% | 58% | * | 80% | * | 55% | 30% | 48% | 52% | 44% | 48% | 55% |
| | 2019 | 79% | 79% | 78% | 67% | 78% | 83% | * | 94% | - | 79% | 49% | 85% | 79% | 75% | 77% | 82% |
| At Meets Grade Level or Above | 2021 | 31% | 31% | 18% | 9% | 18% | 21% | * | 42% | * | 23% | 18% | 15% | 19% | 14% | 16% | 21% |
| | 2019 | 49% | 49% | 41% | 28% | 40% | 56% | * | 79% | - | 53% | 25% | 44% | 42% | 35% | 39% | 45% |
| At Masters Grade Level | 2021 | 14% | 15% | 6% | 4% | 5% | 8% | * | 16% | * | 6% | 5% | 5% | 6% | 4% | 5% | 7% |
| | 2019 | 25% | 25% | 17% | 11% | 16% | 26% | * | 49% | - | 21% | 8% | 18% | 18% | 13% | 16% | 20% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 63% | 54% | 43% | 53% | 67% | * | 74% | * | 64% | 28% | 46% | 55% | 50% | 52% | 50% |
| | 2019 | 75% | 75% | 77% | 70% | 77% | 82% | - | 97% | * | 81% | 45% | 74% | 78% | 72% | 76% | 75% |
| At Meets Grade Level or Above | 2021 | 36% | 37% | 25% | 21% | 23% | 39% | * | 49% | * | 25% | 17% | 21% | 25% | 22% | 23% | 20% |
| | 2019 | 44% | 45% | 41% | 35% | 40% | 52% | - | 73% | * | 46% | 25% | 35% | 42% | 37% | 39% | 38% |
| At Masters Grade Level | 2021 | 17% | 18% | 8% | 6% | 8% | 17% | * | 22% | * | 7% | 4% | 5% | 9% | 7% | 7% | 6% |
| | 2019 | 22% | 23% | 17% | 16% | 16% | 30% | - | 38% | * | 27% | 7% | 13% | 17% | 17% | 16% | 15% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 60% | 50% | 37% | 50% | 55% | * | 76% | * | 39% | 30% | 46% | 51% | 45% | 48% | 50% |
| | 2019 | 75% | 76% | 75% | 63% | 75% | 80% | - | 93% | * | 88% | 45% | 78% | 77% | 68% | 74% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 37% | 21% | 12% | 21% | 30% | * | 51% | * | 18% | 16% | 21% | 22% | 17% | 20% | 20% |
| | 2019 | 48% | 49% | 40% | 30% | 39% | 47% | - | 78% | * | 35% | 28% | 42% | 42% | 35% | 39% | 45% |
| At Masters Grade Level | 2021 | 21% | 22% | 10% | 4% | 9% | 18% | * | 32% | * | 11% | 5% | 8% | 10% | 8% | 9% | 9% |
| | 2019 | 28% | 30% | 18% | 12% | 18% | 21% | - | 51% | * | 19% | 11% | 18% | 19% | 15% | 17% | 20% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

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| | School Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 54% | 47% | 42% | 46% | 57% | * | 72% | * | 57% | 23% | 35% | 49% | 41% | 45% | 42% |
| | 2019 | 67% | 67% | 66% | 64% | 65% | 72% | - | 91% | * | 81% | 35% | 58% | 67% | 63% | 65% | 66% |
| At Meets Grade Level or Above | 2021 | 27% | 28% | 18% | 14% | 17% | 27% | * | 38% | * | 29% | 14% | 10% | 19% | 16% | 16% | 14% |
| | 2019 | 35% | 35% | 30% | 30% | 28% | 39% | - | 58% | * | 54% | 22% | 27% | 31% | 27% | 28% | 28% |
| At Masters Grade Level | 2021 | 8% | 9% | 4% | 2% | 4% | 8% | * | 9% | * | 11% | 4% | 2% | 5% | 3% | 3% | 3% |
| | 2019 | 11% | 11% | 8% | 8% | 7% | 11% | - | 23% | * | 15% | 6% | 4% | 8% | 7% | 7% | 7% |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 73% | 62% | 54% | 61% | 68% | * | 87% | * | 71% | 30% | 64% | 64% | 54% | 60% | 56% |
| | 2019 | 86% | 86% | 84% | 77% | 84% | 88% | 86% | 92% | * | 100% | 55% | 84% | 85% | 80% | 83% | 83% |
| At Meets Grade Level or Above | 2021 | 46% | 47% | 31% | 24% | 29% | 46% | * | 63% | * | 26% | 15% | 23% | 32% | 26% | 28% | 22% |
| | 2019 | 54% | 54% | 47% | 41% | 45% | 59% | 43% | 75% | * | 72% | 31% | 42% | 48% | 41% | 43% | 42% |
| At Masters Grade Level | 2021 | 30% | 31% | 17% | 13% | 16% | 32% | * | 46% | * | 13% | 4% | 20% | 18% | 16% | 15% | 11% |
| | 2019 | 29% | 30% | 21% | 19% | 20% | 35% | 0% | 44% | * | 56% | 8% | 25% | 23% | 17% | 19% | 18% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 70% | 58% | 45% | 57% | 62% | * | 91% | * | 61% | 37% | 60% | 60% | 48% | 56% | 55% |
| | 2019 | 90% | 89% | 87% | 79% | 88% | 90% | 100% | 97% | * | 100% | 68% | 88% | 89% | 83% | 86% | 89% |
| At Meets Grade Level or Above | 2021 | 44% | 45% | 25% | 13% | 24% | 33% | * | 66% | * | 42% | 16% | 24% | 26% | 21% | 23% | 21% |
| | 2019 | 58% | 59% | 48% | 36% | 47% | 57% | 14% | 80% | * | 78% | 34% | 49% | 50% | 42% | 45% | 48% |
| At Masters Grade Level | 2021 | 25% | 26% | 10% | 3% | 9% | 16% | * | 44% | * | 16% | 5% | 11% | 10% | 7% | 8% | 7% |
| | 2019 | 36% | 38% | 25% | 17% | 24% | 32% | 0% | 63% | * | 50% | 15% | 23% | 26% | 21% | 23% | 25% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 62% | 49% | 35% | 48% | 61% | * | 84% | * | 65% | 27% | 48% | 50% | 45% | 46% | 44% |
| | 2019 | 75% | 75% | 73% | 65% | 73% | 82% | 71% | 91% | - | 100% | 47% | 74% | 75% | 68% | 71% | 71% |
| At Meets Grade Level or Above | 2021 | 31% | 32% | 16% | 10% | 14% | 29% | * | 52% | * | 29% | 14% | 21% | 16% | 13% | 14% | 11% |
| | 2019 | 49% | 50% | 44% | 32% | 43% | 61% | 29% | 77% | - | 78% | 31% | 47% | 46% | 37% | 41% | 42% |
| At Masters Grade Level | 2021 | 13% | 14% | 4% | 3% | 3% | 9% | * | 27% | * | 3% | 4% | 11% | 4% | 4% | 3% | 2% |
| | 2019 | 24% | 25% | 19% | 10% | 17% | 31% | 0% | 49% | - | 56% | 12% | 21% | 20% | 14% | 16% | 17% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 64% | 53% | 49% | 52% | 65% | - | 85% | * | 64% | 27% | 51% | 55% | 47% | 51% | 34% |
| | 2019 | 68% | 69% | 66% | 64% | 64% | 77% | * | 90% | * | 90% | 37% | 62% | 68% | 59% | 64% | 62% |

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|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 32% | 34% | 24% | 23% | 22% | 36% | - | 53% | * | 31% | 18% | 18% | 25% | 20% | 21% | 9% |
| | 2019 | 37% | 38% | 31% | 34% | 28% | 45% | * | 69% | * | 45% | 20% | 25% | 33% | 22% | 29% | 27% |
| At Masters Grade Level | 2021 | 15% | 16% | 9% | 8% | 8% | 10% | - | 32% | * | 19% | 6% | 5% | 9% | 7% | 8% | 2% |
| | 2019 | 18% | 19% | 12% | 16% | 10% | 20% | * | 35% | * | 16% | 6% | 11% | 13% | 9% | 11% | 10% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 68% | 56% | 53% | 55% | 66% | - | 81% | * | 59% | 38% | 61% | 56% | 54% | 54% | 49% |
| | 2019 | 81% | 81% | 73% | 66% | 73% | 82% | - | 93% | * | 96% | 53% | 71% | 75% | 68% | 72% | 72% |
| At Meets Grade Level or Above | 2021 | 36% | 37% | 18% | 18% | 17% | 21% | - | 42% | * | 15% | 21% | 15% | 17% | 19% | 16% | 11% |
| | 2019 | 47% | 48% | 26% | 23% | 25% | 33% | - | 70% | * | 40% | 23% | 31% | 27% | 23% | 25% | 25% |
| At Masters Grade Level | 2021 | 15% | 17% | 3% | 5% | 3% | 2% | - | 23% | * | 4% | 6% | 4% | 3% | 4% | 3% | 1% |
| | 2019 | 21% | 22% | 6% | 3% | 5% | 9% | - | 43% | * | 12% | 9% | 0% | 5% | 6% | 5% | 5% |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 71% | 62% | 46% | 62% | 66% | * | 85% | * | 77% | 32% | 61% | 65% | 48% | 60% | 39% |
| | 2019 | 76% | 77% | 74% | 63% | 74% | 83% | * | 94% | * | 82% | 36% | 73% | 76% | 68% | 72% | 73% |
| At Meets Grade Level or Above | 2021 | 45% | 47% | 35% | 24% | 35% | 44% | * | 64% | * | 54% | 22% | 48% | 38% | 25% | 33% | 14% |
| | 2019 | 49% | 51% | 43% | 32% | 41% | 58% | * | 80% | * | 55% | 24% | 30% | 44% | 36% | 40% | 40% |
| At Masters Grade Level | 2021 | 25% | 27% | 17% | 12% | 16% | 26% | * | 42% | * | 46% | 8% | 18% | 19% | 9% | 15% | 5% |
| | 2019 | 29% | 31% | 23% | 15% | 21% | 35% | * | 67% | * | 32% | 10% | 17% | 25% | 18% | 21% | 22% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 57% | 48% | 33% | 48% | 55% | * | 86% | * | 54% | 30% | 55% | 50% | 39% | 46% | 37% |
| | 2019 | 75% | 77% | 76% | 67% | 75% | 81% | * | 97% | * | 80% | 46% | 81% | 77% | 69% | 74% | 76% |
| At Meets Grade Level or Above | 2021 | 27% | 29% | 18% | 10% | 17% | 23% | * | 63% | * | 43% | 20% | 18% | 19% | 12% | 17% | 10% |
| | 2019 | 43% | 46% | 38% | 27% | 36% | 48% | * | 83% | * | 40% | 26% | 31% | 39% | 33% | 35% | 38% |
| At Masters Grade Level | 2021 | 12% | 13% | 5% | 3% | 4% | 7% | * | 39% | * | 21% | 6% | 7% | 6% | 3% | 5% | 3% |
| | 2019 | 17% | 18% | 9% | 5% | 8% | 15% | * | 47% | * | 8% | 8% | 5% | 9% | 8% | 8% | 9% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 63% | 53% | 43% | 53% | 55% | * | 80% | * | 62% | 25% | 49% | 56% | 41% | 51% | 25% |
| | 2019 | 70% | 72% | 67% | 59% | 66% | 78% | * | 93% | * | 68% | 31% | 64% | 69% | 61% | 65% | 65% |
| At Meets Grade Level or Above | 2021 | 33% | 34% | 21% | 19% | 20% | 28% | * | 47% | * | 46% | 18% | 16% | 23% | 13% | 19% | 5% |
| | 2019 | 42% | 43% | 34% | 24% | 33% | 50% | * | 74% | * | 32% | 20% | 27% | 35% | 30% | 32% | 32% |

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|------------------------------------|-------------|-------|-----------|----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 10% | 10% | 4% | 5% | 3% | 6% | * | 12% | * | 8% | 6% | 4% | 4% | 2% | 3% | 1% |
| | 2019 | 18% | 19% | 12% | 11% | 10% | 24% | * | 38% | * | 14% | 8% | 5% | 12% | 9% | 10% | 9% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 69% | 60% | 69% | 78% | * | 82% | * | 78% | 39% | 76% | 71% | 58% | 67% | 43% |
| | 2019 | 86% | 86% | 84% | 77% | 84% | 91% | * | 99% | 100% | 74% | 48% | 75% | 86% | 76% | 83% | 82% |
| At Meets Grade Level or Above | 2021 | 46% | 48% | 39% | 29% | 38% | 48% | * | 59% | * | 51% | 23% | 42% | 41% | 28% | 37% | 15% |
| | 2019 | 55% | 56% | 47% | 34% | 47% | 61% | * | 69% | 33% | 52% | 22% | 25% | 51% | 35% | 45% | 43% |
| At Masters Grade Level | 2021 | 21% | 22% | 14% | 12% | 14% | 22% | * | 28% | * | 20% | 5% | 12% | 16% | 10% | 13% | 3% |
| | 2019 | 28% | 30% | 21% | 15% | 20% | 32% | * | 40% | 0% | 35% | 7% | 14% | 22% | 14% | 18% | 16% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 62% | 66% | 48% | 66% | 76% | * | 92% | * | 58% | 37% | 73% | 68% | 53% | 64% | 49% |
| | 2019 | 88% | 88% | 90% | 84% | 90% | 93% | * | 99% | 100% | 83% | 64% | 86% | 90% | 87% | 89% | 90% |
| At Meets Grade Level or Above | 2021 | 36% | 37% | 35% | 22% | 35% | 46% | * | 76% | * | 33% | 23% | 41% | 37% | 27% | 33% | 16% |
| | 2019 | 57% | 58% | 58% | 50% | 57% | 62% | * | 89% | 40% | 50% | 34% | 50% | 59% | 52% | 56% | 58% |
| At Masters Grade Level | 2021 | 11% | 11% | 8% | 7% | 7% | 9% | * | 38% | * | 13% | 7% | 11% | 9% | 5% | 7% | 2% |
| | 2019 | 17% | 18% | 16% | 12% | 14% | 21% | * | 57% | 0% | 17% | 10% | 10% | 17% | 12% | 14% | 16% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 68% | 60% | 47% | 60% | 71% | * | 86% | * | 59% | 37% | 72% | 63% | 49% | 59% | 40% |
| | 2019 | 81% | 81% | 78% | 72% | 78% | 88% | * | 97% | 67% | 70% | 50% | 76% | 80% | 70% | 77% | 76% |
| At Meets Grade Level or Above | 2021 | 43% | 45% | 31% | 20% | 30% | 49% | * | 67% | * | 39% | 24% | 38% | 33% | 22% | 28% | 11% |
| | 2019 | 51% | 52% | 44% | 36% | 42% | 62% | * | 82% | 17% | 52% | 27% | 33% | 46% | 35% | 42% | 40% |
| At Masters Grade Level | 2021 | 24% | 25% | 12% | 6% | 11% | 30% | * | 37% | * | 20% | 9% | 16% | 13% | 8% | 11% | 2% |
| | 2019 | 25% | 27% | 17% | 11% | 16% | 27% | * | 42% | 17% | 22% | 9% | 5% | 19% | 10% | 16% | 15% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 58% | 51% | 45% | 50% | 57% | * | 74% | * | 56% | 36% | 63% | 53% | 41% | 49% | 28% |
| | 2019 | 69% | 70% | 68% | 59% | 67% | 80% | * | 94% | 17% | 65% | 44% | 67% | 70% | 61% | 66% | 65% |
| At Meets Grade Level or Above | 2021 | 28% | 29% | 19% | 16% | 18% | 37% | * | 44% | * | 34% | 22% | 31% | 20% | 14% | 17% | 7% |
| | 2019 | 37% | 38% | 34% | 31% | 33% | 46% | * | 63% | 17% | 26% | 24% | 26% | 36% | 27% | 32% | 31% |

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|------------------------------------|----------------|-------|--------------|----------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 14% | 15% | 6% | 4% | 5% | 15% | * | 21% | * | 5% | 8% | 13% | 6% | 5% | 5% | 2% |
| | 2019 | 21% | 23% | 17% | 13% | 16% | 25% | * | 42% | 0% | 22% | 10% | 17% | 19% | 12% | 16% | 15% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 67% | 62% | 50% | 61% | 67% | * | 85% | - | 81% | 25% | 67% | 64% | 51% | 59% | 31% |
| | 2019 | 68% | 67% | 60% | 51% | 60% | 66% | 30% | 77% | * | 76% | 22% | 44% | 63% | 49% | 59% | 50% |
| At Meets Grade Level or Above | 2021 | 50% | 51% | 43% | 32% | 42% | 56% | * | 79% | - | 50% | 15% | 38% | 45% | 35% | 40% | 11% |
| | 2019 | 50% | 50% | 42% | 32% | 41% | 52% | 0% | 69% | * | 64% | 10% | 36% | 44% | 32% | 40% | 31% |
| At Masters Grade Level | 2021 | 12% | 14% | 8% | 4% | 7% | 12% | * | 31% | - | 12% | 4% | 0% | 9% | 5% | 7% | 1% |
| | 2019 | 11% | 11% | 6% | 5% | 5% | 11% | 0% | 30% | * | 15% | 2% | 1% | 7% | 4% | 5% | 2% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 69% | 63% | 68% | 78% | * | 86% | * | 77% | 33% | 63% | 71% | 58% | 66% | 35% |
| | 2019 | 68% | 69% | 61% | 55% | 60% | 70% | 50% | 77% | - | 70% | 22% | 43% | 64% | 46% | 59% | 43% |
| At Meets Grade Level or Above | 2021 | 57% | 58% | 53% | 45% | 52% | 68% | * | 71% | * | 66% | 21% | 63% | 56% | 40% | 50% | 15% |
| | 2019 | 49% | 50% | 41% | 36% | 39% | 54% | 8% | 64% | - | 63% | 12% | 29% | 44% | 26% | 38% | 21% |
| At Masters Grade Level | 2021 | 11% | 12% | 9% | 5% | 8% | 11% | * | 22% | * | 20% | 5% | 4% | 9% | 7% | 7% | 1% |
| | 2019 | 8% | 9% | 5% | 3% | 4% | 9% | 0% | 19% | - | 13% | 4% | 0% | 6% | 3% | 4% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 87% | 81% | 87% | 85% | * | 95% | * | 81% | 65% | 87% | 88% | 81% | 86% | 79% |
| | 2019 | 85% | 84% | 90% | 81% | 90% | 88% | 67% | 95% | * | 82% | 62% | 79% | 91% | 83% | 89% | 91% |
| At Meets Grade Level or Above | 2021 | 41% | 44% | 57% | 42% | 57% | 63% | * | 85% | * | 61% | 33% | 54% | 60% | 46% | 56% | 41% |
| | 2019 | 61% | 61% | 73% | 61% | 73% | 70% | 50% | 89% | * | 68% | 35% | 53% | 75% | 61% | 72% | 72% |
| At Masters Grade Level | 2021 | 23% | 26% | 29% | 15% | 29% | 33% | * | 66% | * | 29% | 11% | 41% | 31% | 21% | 27% | 17% |
| | 2019 | 37% | 38% | 46% | 35% | 46% | 52% | 50% | 74% | * | 50% | 12% | 29% | 49% | 35% | 45% | 46% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 82% | 81% | 77% | 81% | 83% | * | 94% | - | 75% | 53% | 78% | 83% | 75% | 80% | 61% |
| | 2019 | 88% | 88% | 87% | 80% | 87% | 90% | * | 93% | * | 93% | 58% | 85% | 89% | 80% | 86% | 83% |
| At Meets Grade Level or Above | 2021 | 55% | 57% | 54% | 43% | 53% | 63% | * | 83% | - | 54% | 26% | 54% | 56% | 44% | 51% | 26% |
| | 2019 | 62% | 63% | 60% | 54% | 60% | 69% | * | 75% | * | 78% | 22% | 46% | 64% | 46% | 59% | 49% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 22% | 26% | 20% | 13% | 18% | 26% | * | 62% | - | 18% | 9% | 22% | 21% | 14% | 17% | 5% |
| | 2019 | 25% | 28% | 21% | 15% | 20% | 28% | * | 52% | * | 37% | 5% | 17% | 23% | 15% | 19% | 14% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 88% | 89% | 88% | 83% | 88% | 89% | * | 94% | - | 88% | 65% | 92% | 89% | 79% | 86% | 65% |
| | 2019 | 93% | 93% | 92% | 88% | 92% | 96% | 100% | 96% | * | 94% | 68% | 77% | 94% | 85% | 92% | 84% |
| At Meets Grade Level or Above | 2021 | 69% | 70% | 65% | 57% | 65% | 72% | * | 80% | - | 80% | 42% | 75% | 67% | 55% | 63% | 33% |
| | 2019 | 73% | 75% | 73% | 72% | 72% | 85% | 57% | 86% | * | 89% | 37% | 49% | 75% | 61% | 72% | 47% |
| At Masters Grade Level | 2021 | 43% | 45% | 35% | 26% | 34% | 50% | * | 56% | - | 60% | 17% | 33% | 37% | 27% | 32% | 9% |
| | 2019 | 45% | 49% | 42% | 36% | 40% | 61% | 14% | 60% | * | 78% | 12% | 23% | 44% | 32% | 40% | 19% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 96% | 97% | 88% | 97% | 96% | - | 100% | - | 100% | * | * | 98% | 86% | 97% | 88% |
| At Meets Grade Level or Above | 2021 | 69% | 75% | 67% | 50% | 64% | 68% | - | 99% | - | 67% | * | * | 69% | 39% | 65% | 75% |
| At Masters Grade Level | 2021 | 14% | 18% | 6% | 8% | 4% | 9% | - | 25% | - | 0% | * | * | 6% | 3% | 5% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 68% | 61% | 52% | 61% | 68% | 75% | 85% | 72% | 65% | 35% | 58% | 63% | 53% | 59% | 46% |
| | 2019 | 78% | 78% | 76% | 69% | 76% | 83% | 69% | 92% | 78% | 83% | 46% | 73% | 78% | 69% | 75% | 74% |
| At Meets Grade Level or Above | 2021 | 41% | 43% | 33% | 25% | 32% | 43% | 38% | 64% | 44% | 40% | 20% | 28% | 34% | 26% | 30% | 17% |
| | 2019 | 50% | 51% | 45% | 37% | 44% | 56% | 29% | 75% | 35% | 55% | 24% | 37% | 47% | 37% | 43% | 40% |
| At Masters Grade Level | 2021 | 18% | 20% | 12% | 8% | 11% | 18% | 13% | 35% | 19% | 16% | 6% | 11% | 12% | 8% | 10% | 5% |
| | 2019 | 24% | 25% | 18% | 14% | 17% | 26% | 8% | 45% | 12% | 28% | 8% | 13% | 19% | 14% | 17% | 16% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 69% | 61% | 52% | 61% | 70% | 64% | 83% | 77% | 71% | 30% | 58% | 63% | 53% | 59% | 44% |
| | 2019 | 75% | 75% | 72% | 64% | 71% | 79% | 57% | 88% | 81% | 81% | 36% | 68% | 74% | 64% | 71% | 68% |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 35% | 28% | 34% | 47% | 55% | 63% | 46% | 43% | 18% | 30% | 37% | 28% | 33% | 18% |
| | 2019 | 48% | 49% | 42% | 34% | 40% | 53% | 16% | 70% | 31% | 55% | 19% | 33% | 44% | 33% | 39% | 36% |
| At Masters Grade Level | 2021 | 18% | 20% | 12% | 8% | 11% | 18% | 18% | 30% | 23% | 19% | 5% | 9% | 12% | 8% | 10% | 6% |
| | 2019 | 21% | 22% | 15% | 12% | 14% | 23% | 5% | 38% | 19% | 26% | 5% | 13% | 16% | 11% | 14% | 13% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 66% | 61% | 48% | 61% | 67% | 80% | 88% | 67% | 60% | 38% | 60% | 63% | 53% | 59% | 53% |
| | 2019 | 82% | 82% | 82% | 73% | 82% | 86% | 85% | 96% | 93% | 87% | 56% | 81% | 83% | 77% | 81% | 83% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 39% | 30% | 19% | 29% | 36% | 30% | 67% | 42% | 35% | 21% | 25% | 31% | 23% | 27% | 20% |
| | 2019 | 52% | 53% | 47% | 38% | 47% | 55% | 45% | 82% | 53% | 51% | 30% | 43% | 49% | 41% | 46% | 48% |
| At Masters Grade Level | 2021 | 18% | 19% | 11% | 6% | 10% | 13% | 10% | 39% | 8% | 14% | 6% | 11% | 11% | 8% | 9% | 6% |
| | 2019 | 26% | 28% | 21% | 14% | 20% | 27% | 20% | 56% | 13% | 25% | 11% | 15% | 22% | 17% | 19% | 21% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 59% | 50% | 42% | 50% | 56% | 80% | 76% | * | 59% | 24% | 41% | 52% | 41% | 48% | 36% |
| | 2019 | 68% | 69% | 66% | 62% | 65% | 75% | * | 92% | * | 75% | 33% | 61% | 68% | 62% | 65% | 66% |
| At Meets Grade Level or Above | 2021 | 30% | 31% | 20% | 17% | 19% | 28% | 40% | 43% | * | 37% | 16% | 12% | 21% | 15% | 18% | 10% |
| | 2019 | 38% | 39% | 32% | 27% | 30% | 44% | * | 67% | * | 44% | 21% | 27% | 33% | 28% | 30% | 30% |
| At Masters Grade Level | 2021 | 9% | 9% | 4% | 4% | 4% | 7% | 20% | 11% | * | 9% | 5% | 3% | 4% | 3% | 3% | 2% |
| | 2019 | 14% | 15% | 10% | 10% | 8% | 17% | * | 31% | * | 15% | 6% | 4% | 10% | 8% | 9% | 8% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 65% | 54% | 64% | 72% | * | 89% | 80% | 65% | 39% | 63% | 66% | 58% | 62% | 48% |
| | 2019 | 81% | 82% | 80% | 73% | 80% | 87% | 73% | 94% | 75% | 87% | 52% | 78% | 82% | 73% | 78% | 76% |
| At Meets Grade Level or Above | 2021 | 44% | 45% | 35% | 26% | 34% | 47% | * | 71% | 60% | 40% | 21% | 35% | 36% | 29% | 32% | 15% |
| | 2019 | 54% | 55% | 50% | 42% | 49% | 64% | 33% | 78% | 25% | 69% | 26% | 43% | 53% | 40% | 48% | 43% |
| At Masters Grade Level | 2021 | 20% | 22% | 12% | 7% | 11% | 22% | * | 47% | 40% | 14% | 7% | 15% | 13% | 9% | 11% | 3% |
| | 2019 | 25% | 27% | 19% | 12% | 18% | 29% | 0% | 48% | 13% | 37% | 8% | 16% | 21% | 13% | 17% | 15% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 69% | 64% | 69% | 76% | * | 87% | * | 68% | 49% | 75% | 71% | 58% | 67% | 42% |
| | 2019 | 81% | 81% | 80% | 73% | 80% | 88% | 82% | 95% | 29% | 78% | 56% | 72% | 82% | 72% | 79% | 71% |
| At Meets Grade Level or Above | 2021 | 49% | 51% | 42% | 37% | 41% | 57% | * | 67% | * | 52% | 32% | 50% | 44% | 33% | 39% | 17% |
| | 2019 | 55% | 57% | 54% | 51% | 52% | 65% | 36% | 76% | 29% | 54% | 31% | 37% | 56% | 43% | 51% | 36% |
| At Masters Grade Level | 2021 | 29% | 31% | 21% | 15% | 20% | 35% | * | 43% | * | 26% | 12% | 21% | 22% | 15% | 18% | 4% |
| | 2019 | 33% | 36% | 30% | 24% | 28% | 43% | 9% | 52% | 0% | 46% | 11% | 20% | 32% | 21% | 27% | 17% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | Region04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|---------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 63 | 66 | 64 | 65 | 70 | - | 78 | * | 70 | 59 | 54 | 67 | 64 | 65 | 64 |
| | 2018 | 63 | 64 | 61 | 65 | 60 | 59 | 50 | 73 | - | 74 | 65 | 63 | 60 | 63 | 60 | 60 |
| Grade 4 Mathematics | 2019 | 65 | 66 | 61 | 59 | 60 | 59 | - | 84 | * | 67 | 60 | 56 | 61 | 60 | 60 | 61 |
| | 2018 | 65 | 67 | 61 | 59 | 60 | 60 | 21 | 81 | - | 70 | 65 | 67 | 60 | 61 | 60 | 60 |
| Grade 5 ELA/Reading | 2019 | 81 | 81 | 78 | 80 | 77 | 84 | 83 | 87 | - | 75 | 69 | 81 | 77 | 80 | 78 | 78 |
| | 2018 | 80 | 80 | 76 | 75 | 75 | 77 | * | 81 | 100 | 74 | 77 | 77 | 75 | 77 | 75 | 76 |
| Grade 5 Mathematics | 2019 | 83 | 82 | 76 | 78 | 75 | 80 | 79 | 87 | - | 84 | 79 | 76 | 76 | 77 | 76 | 74 |
| | 2018 | 81 | 79 | 74 | 73 | 74 | 76 | * | 75 | 90 | 77 | 82 | 71 | 73 | 76 | 73 | 72 |
| Grade 6 ELA/Reading | 2019 | 42 | 44 | 42 | 45 | 41 | 47 | * | 57 | * | 43 | 40 | 37 | 43 | 40 | 42 | 41 |
| | 2018 | 47 | 49 | 48 | 40 | 48 | 54 | * | 63 | * | 21 | 40 | 53 | 49 | 46 | 47 | 48 |
| Grade 6 Mathematics | 2019 | 54 | 55 | 50 | 45 | 50 | 58 | - | 64 | * | 65 | 50 | 50 | 51 | 48 | 50 | 50 |
| | 2018 | 56 | 57 | 56 | 53 | 57 | 56 | * | 63 | * | 57 | 59 | 69 | 57 | 55 | 56 | 58 |
| Grade 7 ELA/Reading | 2019 | 77 | 78 | 77 | 73 | 77 | 79 | * | 91 | * | 82 | 66 | 75 | 78 | 76 | 76 | 78 |
| | 2018 | 76 | 77 | 77 | 67 | 78 | 80 | * | 84 | * | 82 | 68 | 70 | 78 | 73 | 77 | 79 |
| Grade 7 Mathematics | 2019 | 62 | 63 | 57 | 55 | 57 | 58 | * | 72 | * | 50 | 47 | 54 | 57 | 57 | 56 | 57 |
| | 2018 | 67 | 67 | 65 | 63 | 66 | 62 | * | 66 | - | 55 | 58 | 60 | 65 | 65 | 66 | 67 |
| Grade 8 ELA/Reading | 2019 | 77 | 78 | 75 | 73 | 76 | 73 | * | 79 | 60 | 78 | 71 | 67 | 76 | 73 | 75 | 76 |
| | 2018 | 79 | 79 | 78 | 79 | 78 | 75 | * | 80 | * | 75 | 73 | 76 | 78 | 79 | 78 | 78 |
| Grade 8 Mathematics | 2019 | 82 | 84 | 87 | 86 | 87 | 82 | * | 91 | * | 83 | 81 | 83 | 87 | 86 | 86 | 88 |
| | 2018 | 81 | 81 | 86 | 85 | 87 | 81 | * | 84 | * | 82 | 81 | 82 | 87 | 83 | 86 | 88 |
| End of Course English II | 2019 | 69 | 70 | 68 | 69 | 68 | 69 | 60 | 72 | - | 71 | 62 | 65 | 68 | 66 | 67 | 65 |
| | 2018 | 67 | 67 | 65 | 64 | 65 | 70 | 71 | 73 | * | 50 | 51 | 57 | 66 | 61 | 64 | 58 |
| End of Course Algebra I | 2019 | 75 | 75 | 88 | 84 | 89 | 85 | * | 98 | * | 80 | 67 | 82 | 89 | 85 | 88 | 88 |
| | 2018 | 72 | 72 | 68 | 57 | 68 | 72 | * | 87 | * | 64 | 40 | 64 | 69 | 61 | 67 | 67 |
| All Grades Both Subjects | 2019 | 69 | 70 | 69 | 68 | 69 | 71 | 68 | 81 | 60 | 69 | 63 | 64 | 69 | 67 | 68 | 68 |
| | 2018 | 69 | 70 | 68 | 65 | 68 | 69 | 59 | 76 | 92 | 65 | 63 | 68 | 69 | 67 | 68 | 68 |
| All Grades ELA/Reading | 2019 | 68 | 69 | 68 | 67 | 67 | 71 | 67 | 77 | 67 | 68 | 62 | 63 | 68 | 66 | 67 | 67 |
| | 2018 | 69 | 69 | 68 | 65 | 68 | 69 | 61 | 75 | 100 | 63 | 62 | 67 | 68 | 67 | 67 | 68 |
| All Grades Mathematics | 2019 | 70 | 71 | 70 | 68 | 70 | 72 | 69 | 84 | 54 | 70 | 65 | 65 | 71 | 68 | 70 | 70 |
| | 2018 | 70 | 70 | 69 | 65 | 69 | 69 | 55 | 77 | 83 | 68 | 64 | 69 | 69 | 67 | 69 | 69 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | Region 04 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 68% | 61% | 51% | 21% | 48% | 74% | * | 100% | 43% | - | 42% | 76% | 46% | 68% | 46% | 96% |
| | 2019 | 78% | 78% | 76% | 71% | * | 70% | 93% | * | | 54% | 40% | 54% | | 59% | | 63% | |
| At Meets Grade Level or Above | 2021 | 41% | 43% | 33% | 20% | 7% | 18% | 41% | * | 67% | 16% | - | 16% | 65% | 14% | 39% | 17% | 76% |
| | 2019 | 50% | 51% | 45% | 32% | * | 30% | 58% | * | | 21% | 11% | 21% | | 24% | | 27% | |
| At Masters Grade Level | 2021 | 18% | 20% | 12% | 8% | 7% | 7% | 18% | * | 0% | 4% | - | 4% | 41% | 4% | 14% | 5% | 15% |
| | 2019 | 24% | 25% | 18% | 12% | * | 11% | 29% | * | | 5% | 1% | 5% | | 8% | | 9% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 69% | 61% | 53% | 40% | 50% | 77% | * | * | 37% | - | 37% | 80% | 43% | 69% | 44% | 86% |
| | 2019 | 75% | 75% | 72% | 69% | * | 68% | 93% | - | | 39% | 20% | 40% | | 56% | | 56% | |
| At Meets Grade Level or Above | 2021 | 45% | 46% | 35% | 24% | 20% | 21% | 47% | * | * | 14% | - | 14% | 80% | 14% | 43% | 17% | 83% |
| | 2019 | 48% | 49% | 42% | 30% | * | 29% | 56% | - | | 12% | 6% | 13% | | 21% | | 22% | |
| At Masters Grade Level | 2021 | 18% | 20% | 12% | 11% | 20% | 9% | 24% | * | * | 2% | - | 2% | 40% | 5% | 14% | 6% | 29% |
| | 2019 | 21% | 22% | 15% | 13% | * | 11% | 32% | - | | 2% | 1% | 2% | | 7% | | 8% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 66% | 61% | 53% | 0% | 50% | 77% | * | * | 52% | - | 52% | 60% | 51% | 64% | 52% | 98% |
| | 2019 | 82% | 82% | 82% | 78% | * | 77% | 95% | * | | 77% | 83% | 76% | | 69% | | 76% | |
| At Meets Grade Level or Above | 2021 | 37% | 39% | 30% | 20% | 0% | 18% | 38% | * | * | 22% | - | 22% | 60% | 17% | 33% | 19% | 73% |
| | 2019 | 52% | 53% | 47% | 37% | * | 35% | 58% | * | | 39% | 30% | 39% | | 31% | | 37% | |
| At Masters Grade Level | 2021 | 18% | 19% | 11% | 7% | 0% | 6% | 16% | * | * | 7% | - | 7% | 60% | 5% | 13% | 6% | 11% |
| | 2019 | 26% | 28% | 21% | 14% | * | 13% | 26% | * | | 12% | 4% | 12% | | 11% | | 13% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 59% | 50% | 40% | * | 38% | 62% | * | * | 27% | - | 26% | * | 38% | 58% | 35% | 100% |
| | 2019 | 68% | 69% | 66% | 65% | - | 63% | 94% | - | | 41% | - | 41% | | 47% | | 56% | |
| At Meets Grade Level or Above | 2021 | 30% | 31% | 20% | 13% | * | 11% | 36% | * | * | 5% | - | 5% | * | 10% | 25% | 10% | 100% |
| | 2019 | 38% | 39% | 32% | 26% | - | 23% | 62% | - | | 12% | - | 12% | | 17% | | 21% | |
| At Masters Grade Level | 2021 | 9% | 9% | 4% | 3% | * | 2% | 12% | * | * | 1% | - | 1% | * | 1% | 5% | 2% | 50% |
| | 2019 | 14% | 15% | 10% | 6% | - | 4% | 31% | - | | 1% | - | 1% | | 3% | | 4% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 71% | 65% | 58% | - | 52% | 74% | - | * | 50% | - | 50% | * | 44% | 71% | 47% | 96% |
| | 2019 | 81% | 82% | 80% | 59% | - | 57% | 88% | * | | 63% | 54% | 63% | | 54% | | 61% | |
| At Meets Grade Level or Above | 2021 | 44% | 45% | 35% | 16% | - | 11% | 28% | - | * | 17% | - | 17% | * | 12% | 42% | 14% | 88% |
| | 2019 | 54% | 55% | 50% | 27% | - | 24% | 61% | * | | 20% | 8% | 20% | | 24% | | 23% | |
| At Masters Grade Level | 2021 | 20% | 22% | 12% | 3% | - | 3% | 3% | - | * | 3% | - | 3% | * | 2% | 16% | 3% | 20% |
| | 2019 | 25% | 27% | 19% | 9% | - | 7% | 29% | * | | 3% | 0% | 3% | | 6% | | 6% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | Region 04 | District | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|-------------|-------|-----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 74% | 69% | 29% | - | - | 29% | - | - | 42% | - | 42% | * | 38% | 76% | 41% | 96% |
| | 2019 | 81% | 81% | 80% | 86% | * | * | 90% | - | - | 56% | 74% | 55% | | 48% | | 55% | |
| At Meets Grade Level or Above | 2021 | 49% | 51% | 42% | 0% | - | - | 0% | - | - | 17% | - | 16% | * | 14% | 48% | 16% | 80% |
| | 2019 | 55% | 57% | 54% | 14% | * | * | 10% | - | - | 20% | 17% | 20% | | 17% | | 20% | |
| At Masters Grade Level | 2021 | 29% | 31% | 21% | 0% | - | - | 0% | - | - | 5% | - | 5% | * | 4% | 25% | 4% | 20% |
| | 2019 | 33% | 36% | 30% | 0% | * | * | 0% | - | - | 7% | 3% | 7% | | 6% | | 6% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|-----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 88% | 94% | 89% | 94% | 93% | 88% | 94% | 98% | 90% | 92% | 95% | 94% | 92% | 94% | 96% |
| Included in Accountability | 83% | 84% | 88% | 83% | 89% | 87% | 67% | 86% | 88% | 85% | 86% | 92% | 92% | 73% | 88% | 84% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 6% | 2% | 5% | 19% | 1% | 10% | 4% | 2% | 1% | 1% | 10% | 2% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 3% | 0% | 3% | 1% | 2% | 6% | 0% | 1% | 3% | 2% | 1% | 9% | 3% | 9% |
| Not Tested | 12% | 12% | 6% | 11% | 6% | 7% | 13% | 6% | 2% | 10% | 8% | 5% | 6% | 8% | 6% | 4% |
| Absent | 2% | 2% | 2% | 4% | 2% | 3% | 6% | 1% | 0% | 1% | 3% | 2% | 2% | 4% | 3% | 2% |
| Other | 10% | 10% | 4% | 7% | 4% | 4% | 6% | 5% | 2% | 8% | 5% | 3% | 4% | 4% | 4% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 98% | 99% | 98% | 98% | 100% | 96% | 99% | 98% | 99% | 99% | 98% | 99% | 99% |
| Included in Accountability | 94% | 94% | 94% | 89% | 94% | 93% | 86% | 93% | 89% | 92% | 94% | 91% | 98% | 81% | 95% | 93% |
| Not Included in Accountability: Mobile | 4% | 4% | 3% | 9% | 3% | 5% | 3% | 3% | 7% | 8% | 3% | 8% | 1% | 12% | 2% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 1% | 2% | 0% | 2% | 1% | 9% | 4% | 0% | 0% | 1% | 1% | 1% | 5% | 2% | 4% |
| Not Tested | 1% | 1% | 1% | 2% | 1% | 2% | 2% | 0% | 4% | 1% | 2% | 1% | 1% | 2% | 1% | 1% |
| Absent | 1% | 1% | 1% | 2% | 1% | 2% | 2% | 0% | 4% | 1% | 2% | 1% | 1% | 2% | 1% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.5% | 98.1% | 97.3% | 98.2% | 97.7% | 94.7% | 99.5% | 99.0% | 97.4% | 98.0% | 98.1% | 98.5% |
| 2018-19 | 95.4% | 95.5% | 94.4% | 93.5% | 94.4% | 93.7% | 89.4% | 97.6% | 96.2% | 93.8% | 92.7% | 94.2% | 95.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 6.4% | 8.8% | 13.5% | 8.4% | 11.4% | 20.3% | 2.8% | 2.5% | 12.3% | 10.2% | 8.7% | 5.9% |
| 2018-19 | 11.4% | 11.1% | 15.3% | 20.9% | 14.8% | 19.8% | 25.7% | 4.0% | 3.2% | 19.1% | 21.1% | 15.7% | 10.9% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.7% | 0.3% | 1.0% | 0.2% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.6% | 0.3% | 0.4% |
| 2018-19 | 0.4% | 0.6% | 0.1% | 0.0% | 0.1% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | 0.1% | 0.1% | 0.2% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.7% | 1.4% | 2.0% | 1.3% | 1.7% | 20.0% | 0.5% | 0.0% | 3.4% | 1.3% | 1.4% | 2.1% |
| 2018-19 | 1.9% | 2.0% | 1.7% | 2.4% | 1.7% | 2.7% | 0.0% | 0.3% | 0.0% | 1.8% | 2.2% | 1.9% | 3.4% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 89.9% | 90.5% | 86.5% | 91.0% | 86.1% | 58.3% | 95.7% | * | 95.2% | 84.8% | 89.0% | 81.1% |
| Received TxCHSE | 0.4% | 0.3% | 0.2% | 0.0% | 0.2% | 0.0% | 0.0% | 0.7% | * | 0.0% | 0.0% | 0.1% | 0.0% |
| Continued HS | 3.9% | 3.6% | 3.4% | 4.6% | 3.2% | 4.8% | 8.3% | 2.2% | * | 4.8% | 8.3% | 4.0% | 5.1% |
| Dropped Out | 5.4% | 6.1% | 6.0% | 8.9% | 5.6% | 9.1% | 33.3% | 1.4% | * | 0.0% | 6.9% | 6.9% | 13.8% |
| Graduates and TxCHSE | 90.7% | 90.3% | 90.6% | 86.5% | 91.1% | 86.1% | 58.3% | 96.4% | * | 95.2% | 84.8% | 89.1% | 81.1% |
| Graduates, TxCHSE, and Continuers | 94.6% | 93.9% | 94.0% | 91.1% | 94.4% | 90.9% | 66.7% | 98.6% | * | 100.0% | 93.1% | 93.1% | 86.2% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 89.0% | 90.4% | 88.5% | 90.5% | 87.6% | 100.0% | 95.6% | * | 88.9% | 81.5% | 89.8% | 82.9% |
| Received TxCHSE | 0.5% | 0.4% | 0.3% | 0.7% | 0.2% | 0.5% | 0.0% | 0.7% | * | 3.7% | 0.0% | 0.2% | 0.2% |
| Continued HS | 3.7% | 3.7% | 2.9% | 1.9% | 3.1% | 3.3% | 0.0% | 1.5% | * | 3.7% | 7.7% | 2.8% | 3.3% |
| Dropped Out | 5.9% | 6.9% | 6.4% | 8.9% | 6.3% | 8.6% | 0.0% | 2.2% | * | 3.7% | 10.8% | 7.1% | 13.6% |
| Graduates and TxCHSE | 90.4% | 89.5% | 90.7% | 89.3% | 90.7% | 88.0% | 100.0% | 96.3% | * | 92.6% | 81.5% | 90.0% | 83.1% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.1% | 93.6% | 91.1% | 93.7% | 91.4% | 100.0% | 97.8% | * | 96.3% | 89.2% | 92.9% | 86.4% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 91.4% | 92.6% | 90.0% | 92.9% | 89.5% | 100.0% | 96.3% | * | 89.3% | 86.6% | 92.0% | 85.8% |
| Received TxCHSE | 0.5% | 0.5% | 0.3% | 0.7% | 0.2% | 1.0% | 0.0% | 0.7% | * | 3.6% | 0.0% | 0.2% | 0.2% |
| Continued HS | 1.3% | 1.2% | 0.5% | 1.1% | 0.4% | 1.0% | 0.0% | 0.7% | * | 3.6% | 2.4% | 0.6% | 0.2% |
| Dropped Out | 6.1% | 6.9% | 6.6% | 8.1% | 6.6% | 8.6% | 0.0% | 2.2% | * | 3.6% | 11.0% | 7.2% | 13.7% |
| Graduates and TxCHSE | 92.6% | 91.9% | 92.9% | 90.7% | 93.0% | 90.4% | 100.0% | 97.0% | * | 92.9% | 86.6% | 92.2% | 86.1% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.1% | 93.4% | 91.9% | 93.4% | 91.4% | 100.0% | 97.8% | * | 96.4% | 89.0% | 92.8% | 86.3% |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 91.3% | 92.5% | 91.8% | 92.5% | 90.7% | 87.5% | 98.7% | * | 84.6% | 86.4% | 92.8% | 82.3% |
| Received TxCHSE | 0.6% | 0.6% | 0.5% | 0.6% | 0.4% | 1.8% | 12.5% | 0.7% | * | 0.0% | 0.0% | 0.4% | 0.0% |
| Continued HS | 1.1% | 1.1% | 0.3% | 0.0% | 0.3% | 0.4% | 0.0% | 0.0% | * | 0.0% | 1.4% | 0.2% | 0.3% |
| Dropped Out | 6.1% | 7.0% | 6.7% | 7.6% | 6.8% | 7.1% | 0.0% | 0.7% | * | 15.4% | 12.2% | 6.6% | 17.4% |
| Graduates and TxCHSE | 92.8% | 91.9% | 93.0% | 92.4% | 92.9% | 92.4% | 100.0% | 99.3% | * | 84.6% | 86.4% | 93.3% | 82.3% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.0% | 93.3% | 92.4% | 93.2% | 92.9% | 100.0% | 99.3% | * | 84.6% | 87.8% | 93.4% | 82.6% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 91.8% | 92.8% | 91.8% | 92.8% | 91.2% | 87.5% | 98.7% | * | 84.6% | 87.6% | 93.0% | 82.6% |
| Received TxCHSE | 0.7% | 0.7% | 0.6% | 0.6% | 0.5% | 1.8% | 12.5% | 0.7% | * | 0.0% | 0.0% | 0.5% | 0.0% |
| Continued HS | 0.6% | 0.6% | 0.1% | 0.0% | 0.1% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.4% | 0.1% | 0.0% |
| Dropped Out | 6.1% | 6.9% | 6.5% | 7.6% | 6.6% | 7.1% | 0.0% | 0.7% | * | 15.4% | 12.1% | 6.4% | 17.4% |
| Graduates and TxCHSE | 93.3% | 92.5% | 93.4% | 92.4% | 93.3% | 92.9% | 100.0% | 99.3% | * | 84.6% | 87.6% | 93.5% | 82.6% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.1% | 93.5% | 92.4% | 93.4% | 92.9% | 100.0% | 99.3% | * | 84.6% | 87.9% | 93.6% | 82.6% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 91.5% | 92.4% | 90.2% | 92.8% | 88.3% | * 97.0% | | * | 86.7% | 86.5% | 92.4% | 82.2% |
| Received TxCHSE | 0.7% | 0.8% | 0.7% | 1.0% | 0.5% | 2.3% | * 0.0% | | * | 6.7% | 0.8% | 0.7% | 0.4% |
| Continued HS | 0.6% | 0.6% | 0.1% | 0.0% | 0.1% | 0.0% | * 0.0% | | * | 0.0% | 0.4% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 7.1% | 6.8% | 8.8% | 6.5% | 9.4% | * 3.0% | | * | 6.7% | 12.2% | 6.9% | 17.4% |
| Graduates and TxCHSE | 93.2% | 92.3% | 93.2% | 91.2% | 93.4% | 90.6% | * 97.0% | | * | 93.3% | 87.3% | 93.1% | 82.6% |
| Graduates, TxCHSE, and Continuers | 93.7% | 92.9% | 93.2% | 91.2% | 93.5% | 90.6% | * 97.0% | | * | 93.3% | 87.8% | 93.1% | 82.6% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.9% | 89.3% | 84.7% | 89.9% | 84.5% | 58.3% | 93.7% | * | 95.2% | 78.6% | 87.7% | 79.8% |
| Class of 2019 | 90.0% | 89.0% | 89.2% | 87.6% | 89.3% | 85.6% | 100.0% | 95.6% | * | 88.9% | 75.8% | 88.8% | 82.0% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | 64.3% | * | - | - | - | - | * | - | - | - | - | * |
| Class of 2019 | 73.3% | 76.5% | 80.0% | - | * | - | - | * | - | - | - | 80.0% | * |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 3.7% | 4.9% | 4.9% | 5.1% | 5.0% | 0.0% | 1.5% | * | 0.0% | 13.8% | 4.7% | 11.8% |
| Class of 2019 | 4.2% | 5.0% | 0.9% | 1.3% | 0.9% | 1.1% | 0.0% | 0.0% | * | 0.0% | 8.5% | 1.0% | 1.1% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.5% | 83.0% | 77.2% | 72.0% | 77.0% | 78.3% | 57.1% | 91.7% | * | 65.0% | 39.9% | 75.6% | 57.7% |
| Class of 2019 | 83.5% | 81.1% | 79.4% | 70.3% | 79.2% | 81.5% | 60.0% | 97.6% | * | 87.5% | 32.1% | 78.2% | 71.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 87.8% | 86.7% | 82.0% | 77.0% | 82.0% | 83.3% | 57.1% | 92.5% | * | 65.0% | 53.8% | 80.3% | 69.4% |
| Class of 2019 | 87.6% | 86.1% | 80.3% | 71.5% | 80.1% | 82.6% | 60.0% | 97.7% | * | 87.5% | 40.6% | 79.2% | 72.4% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 21.3% | 17.6% | * | 14.8% | * | - | * | - | - | 0.0% | 0.0% | - |
| 2018-19 | 32.7% | 27.5% | 2.7% | * | 3.7% | 0.0% | - | * | - | - | 0.0% | 0.0% | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 3.7% | 4.8% | 4.7% | 5.0% | 4.8% | 0.0% | 1.5% | * | 0.0% | 13.6% | 4.7% | 12.0% |
| 2018-19 | 4.4% | 5.0% | 1.0% | 1.2% | 1.0% | 1.6% | 0.0% | 0.0% | * | 0.0% | 8.0% | 1.0% | 1.1% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 81.2% | 74.7% | 70.8% | 74.5% | 74.5% | 57.1% | 90.4% | * | 57.1% | 38.3% | 73.8% | 56.3% |
| 2018-19 | 82.1% | 79.6% | 76.7% | 67.2% | 76.6% | 78.7% | 50.0% | 91.7% | * | 84.6% | 30.6% | 75.2% | 67.5% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 84.5% | 79.0% | 74.9% | 79.0% | 78.8% | 57.1% | 90.7% | * | 57.1% | 50.4% | 78.2% | 68.3% |
| 2018-19 | 85.9% | 84.1% | 76.8% | 67.6% | 76.9% | 78.2% | 50.0% | 90.3% | * | 84.6% | 37.1% | 75.7% | 68.6% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | District Count | District Percent | State Count | State Percent |
|------------------------------------------------------------|-------------------|---------------------|----------------|------------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 3,733 | 100.0% | 360,220 | 100.0% |
| By Ethnicity: | | | | |
| African American | 255 | 6.8% | 44,729 | 12.4% |
| Hispanic | 3,119 | 83.6% | 184,060 | 51.1% |
| White | 189 | 5.1% | 105,215 | 29.2% |
| American Indian | 7 | 0.2% | 1,226 | 0.3% |
| Asian | 140 | 3.8% | 17,126 | 4.8% |
| Pacific Islander | 2 | 0.1% | 557 | 0.2% |
| Two or More Races | 21 | 0.6% | 7,307 | 2.0% |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 28 | 0.8% | 1,512 | 0.4% |
| Recommended H.S. Program/Distinguished Achievement Program | 6 | 0.2% | 952 | 0.3% |
| Foundation H.S. Program (No Endorsement) | 756 | 20.3% | 49,535 | 13.8% |
| Foundation H.S. Program (Endorsement) | 178 | 4.8% | 15,689 | 4.4% |
| Foundation H.S. Program (DLA) | 2,765 | 74.1% | 292,532 | 81.2% |
| Special Education Graduates | 341 | 9.1% | 29,018 | 8.1% |
| Economically Disadvantaged Graduates | 2,630 | 70.5% | 187,187 | 52.0% |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 407 | 10.9% | 29,639 | 8.2% |
| At-Risk Graduates | 2,091 | 56.0% | 148,836 | 41.3% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| Academic Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 61.1% | 51.0% | 38.8% | 50.5% | 61.4% | 28.6% | 72.9% | * | 47.6% | 83.9% | 49.9% | 45.0% |
| 2018-19 | 72.9% | 72.0% | 65.1% | 51.2% | 64.8% | 71.5% | 75.0% | 86.7% | * | 73.1% | 79.1% | 63.5% | 50.9% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 52.1% | 39.9% | 27.1% | 39.1% | 48.1% | 28.6% | 70.7% | * | 38.1% | 4.1% | 39.4% | 27.5% |
| 2018-19 | 53.0% | 53.2% | 45.6% | 28.1% | 45.2% | 49.5% | 66.7% | 77.8% | * | 57.7% | 5.9% | 43.9% | 27.0% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 57.8% | 51.1% | 46.3% | 49.3% | 69.3% | 0.0% | 76.4% | * | 61.9% | 7.6% | 50.8% | 17.9% |
| 2018-19 | 60.7% | 60.9% | 55.9% | 46.2% | 54.7% | 69.2% | 66.7% | 77.0% | * | 76.9% | 10.0% | 54.0% | 19.5% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 47.9% | 37.5% | 27.8% | 36.2% | 48.7% | 0.0% | 72.1% | * | 33.3% | 6.5% | 36.0% | 18.7% |
| 2018-19 | 48.6% | 51.4% | 45.1% | 30.8% | 43.7% | 53.5% | 66.7% | 85.9% | * | 57.7% | 10.9% | 42.9% | 25.4% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 42.3% | 31.4% | 24.3% | 29.6% | 45.5% | 0.0% | 65.7% | * | 33.3% | 2.1% | 29.9% | 10.3% |
| 2018-19 | 44.2% | 45.3% | 38.7% | 26.1% | 37.2% | 49.0% | 66.7% | 74.1% | * | 57.7% | 4.7% | 36.7% | 11.0% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 24.7% | 18.9% | 7.5% | 18.7% | 18.5% | 28.6% | 44.3% | * | 19.0% | 1.8% | 19.1% | 20.4% |
| 2018-19 | 21.1% | 24.3% | 19.6% | 5.5% | 19.4% | 19.7% | 33.3% | 47.4% | * | 30.8% | 1.5% | 19.3% | 17.4% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 1.7% | 2.0% | 0.0% | 2.4% | 0.0% | 0.0% | 0.7% | * | 0.0% | 0.0% | 2.4% | 0.2% |
| 2018-19 | 1.9% | 1.7% | 1.5% | 0.8% | 1.6% | 1.5% | 0.0% | 0.0% | * | 0.0% | 0.3% | 1.5% | 0.3% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 20.7% | 10.0% | 6.3% | 10.0% | 11.6% | 0.0% | 16.4% | * | 4.8% | 0.3% | 9.9% | 0.7% |
| 2018-19 | 23.1% | 20.2% | 11.4% | 6.7% | 11.4% | 11.6% | 0.0% | 20.0% | * | 7.7% | 1.2% | 10.2% | 1.3% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.8% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 17.3% | 16.1% | 13.7% | 16.6% | 19.0% | 0.0% | 7.1% | * | 14.3% | 83.6% | 15.5% | 19.7% |
| 2018-19 | 40.4% | 37.1% | 33.5% | 31.0% | 33.7% | 36.6% | 16.7% | 31.5% | * | 25.0% | 78.2% | 33.5% | 28.1% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 12.8% | 8.1% | 3.9% | 8.7% | 8.5% | 0.0% | 5.0% | * | 4.8% | 4.1% | 8.0% | 4.7% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| Academic Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|-----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 9.9% | 4.6% | 1.6% | 5.0% | 3.0% | 0.0% | 5.2% | * | 0.0% | 1.8% | 4.9% | 2.1% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.4% | 0.2% | 0.0% | 0.2% | 0.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | 0.1% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.4% | 0.4% | 0.4% | 0.5% | 0.0% | 0.0% | * | 0.0% | 0.6% | 0.5% | 0.3% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 2.0% | 4.6% | 5.5% | 4.5% | 8.5% | 0.0% | 2.1% | * | 4.8% | 43.1% | 4.3% | 8.8% |
| 2018-19 | 2.3% | 2.4% | 5.0% | 7.9% | 4.7% | 7.6% | 0.0% | 3.7% | * | 0.0% | 46.3% | 4.5% | 7.2% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 3.1% | 4.6% | 4.7% | 4.8% | 4.2% | 0.0% | 0.0% | * | 4.8% | 50.4% | 4.4% | 10.6% |
| 2018-19 | 2.7% | 2.3% | 3.1% | 4.3% | 3.0% | 4.5% | 0.0% | 0.7% | * | 0.0% | 32.7% | 2.9% | 4.3% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | Academic Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 21.0% | 14.3% | 10.2% | 14.7% | 16.4% | 0.0% | 12.9% | * | 4.8% | 4.1% | 14.0% | 2.2% |
| | 2018-19 | 33.4% | 25.3% | 24.3% | 18.6% | 24.9% | 29.3% | 66.7% | 11.9% | * | 30.8% | 5.9% | 23.4% | 6.4% |
| Mathematics | 2019-20 | 21.2% | 15.5% | 14.1% | 8.6% | 14.3% | 15.9% | 0.0% | 19.3% | * | 4.8% | 1.2% | 13.9% | 2.9% |
| | 2018-19 | 24.7% | 20.6% | 24.1% | 15.4% | 24.9% | 23.7% | 66.7% | 22.2% | * | 23.1% | 5.3% | 23.3% | 8.8% |
| Both Subjects | 2019-20 | 16.4% | 10.4% | 6.8% | 3.5% | 7.0% | 7.4% | 0.0% | 9.3% | * | 4.8% | 0.6% | 6.6% | 1.2% |
| | 2018-19 | 18.8% | 13.3% | 14.0% | 8.3% | 14.4% | 16.7% | 66.7% | 6.7% | * | 23.1% | 2.7% | 13.6% | 1.9% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.6% | 5.2% | 4.3% | 5.5% | 4.8% | 0.0% | 1.4% | * | 4.8% | 0.9% | 5.1% | 7.9% |
| | 2018-19 | 5.1% | 4.2% | 8.0% | 5.5% | 8.7% | 8.1% | 0.0% | 0.0% | * | 0.0% | 1.5% | 8.8% | 9.4% |
| Mathematics | 2019-20 | 9.7% | 9.2% | 7.3% | 5.5% | 7.8% | 6.9% | 0.0% | 1.4% | * | 0.0% | 4.7% | 6.8% | 11.5% |
| | 2018-19 | 7.3% | 8.5% | 5.7% | 5.1% | 6.0% | 6.6% | 0.0% | 0.7% | * | 3.8% | 4.4% | 5.9% | 13.4% |
| Both Subjects | 2019-20 | 4.2% | 3.1% | 3.0% | 3.5% | 3.0% | 2.6% | 0.0% | 1.4% | * | 0.0% | 0.6% | 2.8% | 5.4% |
| | 2018-19 | 2.6% | 1.7% | 2.3% | 1.2% | 2.4% | 3.0% | 0.0% | 0.0% | * | 0.0% | 0.3% | 2.5% | 5.1% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 24.6% | 17.8% | 9.3% | 16.6% | 20.8% | 7.1% | 53.3% | * | 25.0% | 1.0% | 16.7% | 8.7% |
| | 2019 | 25.2% | 27.4% | 24.4% | 13.2% | 23.9% | 22.2% | 6.7% | 59.1% | * | 40.0% | 0.9% | 23.1% | 10.7% |
| English Language Arts | 2020 | 12.7% | 14.1% | 9.9% | 5.8% | 8.5% | 14.8% | 0.0% | 37.3% | * | 20.8% | 0.2% | 8.9% | 0.4% |
| | 2019 | 14.5% | 15.1% | 13.8% | 10.1% | 12.8% | 15.7% | 6.7% | 38.4% | * | 26.7% | 0.3% | 12.4% | 0.3% |
| Mathematics | 2020 | 6.4% | 7.3% | 5.9% | 2.1% | 5.2% | 6.4% | 7.1% | 29.0% | * | 6.3% | 0.1% | 5.7% | 1.1% |
| | 2019 | 7.4% | 8.1% | 6.9% | 2.6% | 6.1% | 6.0% | 0.0% | 33.0% | * | 20.0% | 0.1% | 6.4% | 0.8% |
| Science | 2020 | 9.4% | 10.7% | 8.3% | 2.8% | 7.3% | 9.4% | 7.1% | 37.0% | * | 8.3% | 0.4% | 7.7% | 1.7% |
| | 2019 | 10.4% | 11.4% | 12.8% | 4.1% | 12.4% | 10.8% | 0.0% | 43.5% | * | 20.0% | 0.2% | 12.4% | 1.0% |
| Social Studies | 2020 | 12.4% | 14.6% | 8.4% | 4.2% | 7.5% | 9.6% | 0.0% | 33.7% | * | 14.6% | 0.5% | 8.0% | 1.5% |
| | 2019 | 13.9% | 15.8% | 11.5% | 5.8% | 10.7% | 12.3% | 6.7% | 38.4% | * | 24.4% | 0.6% | 10.7% | 1.3% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 61.3% | 48.4% | 37.7% | 44.7% | 61.5% | * | 67.5% | - | 58.3% | 37.5% | 45.7% | 73.8% |
| | 2019 | 51.0% | 53.9% | 40.4% | 33.8% | 37.6% | 45.7% | * | 64.4% | * | 61.1% | 25.0% | 39.8% | 72.8% |
| English Language Arts | 2020 | 50.1% | 51.1% | 38.0% | 36.4% | 32.7% | 56.9% | - | 51.8% | - | 50.0% | * | 34.3% | * |
| | 2019 | 41.2% | 43.1% | 21.5% | 25.9% | 17.0% | 41.5% | * | 38.7% | * | 50.0% | * | 19.3% | * |
| Mathematics | 2020 | 56.5% | 58.8% | 47.6% | 50.0% | 40.4% | 67.9% | * | 66.7% | - | * | * | 46.0% | 80.0% |
| | 2019 | 52.2% | 54.9% | 50.1% | 57.1% | 45.8% | 60.0% | - | 62.6% | * | 77.8% | * | 48.5% | 42.9% |
| Science | 2020 | 47.6% | 50.0% | 32.2% | 37.5% | 24.6% | 58.5% | * | 51.4% | - | * | * | 27.9% | 18.8% |
| | 2019 | 40.6% | 43.7% | 20.9% | 13.6% | 15.3% | 37.8% | - | 50.8% | * | 44.4% | * | 18.1% | 33.3% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | Academic Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2020 | 52.3% | 55.0% | 32.7% | 25.0% | 26.4% | 42.9% | - | 58.4% | - | 57.1% | * | 28.5% | 21.4% |
| | 2019 | 46.3% | 52.0% | 28.3% | 29.0% | 24.3% | 35.3% | * | 49.1% | - | 45.5% | 0.0% | 25.9% | 0.0% |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 81.7% | 94.1% | 100.0% | 92.8% | 97.4% | 85.7% | 99.3% | * | 100.0% | 80.7% | 94.1% | 92.6% |
| | 2018-19 | 75.0% | 82.1% | 90.8% | 92.9% | 90.2% | 92.4% | 100.0% | 96.3% | * | 92.3% | 73.4% | 90.3% | 85.0% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 37.4% | 21.4% | 13.8% | 19.4% | 34.2% | 0.0% | 57.6% | * | 31.8% | 0.7% | 19.9% | 3.1% |
| | 2018-19 | 36.1% | 37.4% | 23.6% | 12.3% | 21.4% | 37.7% | 16.7% | 63.8% | * | 41.7% | 1.9% | 21.7% | 2.2% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 1024 | 939 | 908 | 929 | 1007 | 792 | 1102 | * | 995 | 764 | 931 | 807 |
| | 2018-19 | 1027 | 1028 | 934 | 875 | 924 | 998 | 865 | 1121 | * | 1065 | 742 | 923 | 785 |
| English Language Arts and Writing | 2019-20 | 513 | 514 | 469 | 457 | 465 | 507 | 412 | 534 | * | 513 | 381 | 465 | 399 |
| | 2018-19 | 517 | 515 | 465 | 442 | 461 | 501 | 430 | 539 | * | 532 | 373 | 460 | 383 |
| Mathematics | 2019-20 | 506 | 510 | 470 | 451 | 465 | 500 | 380 | 568 | * | 482 | 383 | 466 | 408 |
| | 2018-19 | 510 | 513 | 468 | 433 | 463 | 497 | 435 | 582 | * | 534 | 369 | 463 | 402 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 21.0 | 18.0 | 20.6 | 23.5 | - | 24.0 | - | * | * | 20.7 | 15.6 |
| | 2018-19 | 20.6 | 21.1 | 19.7 | 16.8 | 19.3 | 23.0 | * | 23.9 | * | 25.0 | 13.8 | 19.6 | 14.1 |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 20.7 | 17.8 | 20.1 | 23.1 | - | 23.5 | - | * | * | 20.3 | 12.8 |
| | 2018-19 | 20.3 | 20.8 | 19.1 | 15.9 | 18.7 | 23.0 | * | 23.1 | * | 25.0 | 14.0 | 18.9 | 12.1 |
| Mathematics | 2019-20 | 20.1 | 20.9 | 21.0 | 17.7 | 20.5 | 23.4 | - | 24.7 | - | * | * | 20.9 | 18.8 |
| | 2018-19 | 20.4 | 21.0 | 19.9 | 17.4 | 19.4 | 22.8 | * | 24.1 | * | 24.6 | 13.8 | 19.7 | 15.6 |
| Science | 2019-20 | 20.5 | 21.3 | 21.3 | 18.2 | 20.9 | 24.2 | - | 24.1 | - | * | * | 20.8 | 16.8 |
| | 2018-19 | 20.8 | 21.2 | 20.2 | 17.5 | 19.8 | 22.4 | * | 24.3 | * | 24.4 | 13.4 | 20.1 | 16.4 |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | Academic Year | State | Region 04 | District | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|-----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 46.9% | 41.0% | 28.8% | 41.1% | 40.9% | 30.4% | 65.1% | 57.1% | 40.7% | 9.7% | 39.9% | 24.1% |
| | 2018-19 | 44.6% | 44.2% | 39.1% | 26.8% | 39.2% | 37.3% | 18.5% | 65.9% | 80.0% | 45.9% | 8.5% | 38.3% | 25.7% |
| English Language Arts | 2019-20 | 18.2% | 20.0% | 18.8% | 14.4% | 18.4% | 19.5% | 4.3% | 36.5% | 14.3% | 22.4% | 2.6% | 18.2% | 10.0% |
| | 2018-19 | 17.8% | 18.5% | 17.3% | 11.6% | 17.3% | 16.6% | 4.0% | 31.1% | 60.0% | 19.6% | 2.7% | 16.9% | 11.8% |
| Mathematics | 2019-20 | 20.7% | 20.8% | 18.2% | 12.6% | 17.9% | 18.5% | 20.0% | 35.3% | 0.0% | 20.6% | 1.5% | 17.1% | 4.6% |
| | 2018-19 | 20.4% | 19.8% | 17.0% | 10.4% | 16.8% | 16.0% | 7.7% | 33.0% | 60.0% | 24.7% | 1.4% | 16.3% | 4.7% |
| Science | 2019-20 | 22.4% | 20.7% | 12.4% | 5.7% | 12.4% | 13.0% | 9.1% | 27.8% | 14.3% | 9.8% | 2.3% | 11.9% | 2.7% |
| | 2018-19 | 21.7% | 20.0% | 12.7% | 5.4% | 12.7% | 12.7% | 4.0% | 28.6% | 20.0% | 14.7% | 2.3% | 12.4% | 2.9% |
| Social Studies | 2019-20 | 24.6% | 24.8% | 19.2% | 11.2% | 18.8% | 20.8% | 0.0% | 46.3% | 0.0% | 16.0% | 0.9% | 18.5% | 2.6% |
| | 2018-19 | 23.6% | 22.7% | 17.2% | 11.0% | 16.2% | 18.9% | 7.7% | 49.5% | 20.0% | 27.7% | 0.6% | 16.0% | 1.5% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 55.9% | 57.1% | 46.7% | 58.9% | 58.2% | 28.6% | 36.4% | * | 47.6% | 55.4% | 58.0% | 47.7% |
| | 2018-19 | 59.0% | 53.8% | 50.6% | 41.1% | 51.9% | 45.5% | 33.3% | 49.6% | * | 46.2% | 43.7% | 52.0% | 43.9% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 53.6% | 50.9% | 49.8% | 49.7% | 46.0% | 50.0% | 83.7% | * | 69.2% | 23.0% | 49.6% | 32.5% |
| | 2017-18 | 53.4% | 54.7% | 52.3% | 49.5% | 51.3% | 45.2% | 60.0% | 87.3% | * | 59.1% | 26.2% | 50.3% | 32.2% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 42.7% | 47.3% | 33.3% | 49.1% | 54.5% | * | 34.6% | * | * | * | 46.1% | 16.7% |
| | 2017-18 | 60.7% | 63.3% | 54.4% | 37.8% | 52.8% | 77.8% | * | 73.6% | * | 69.2% | 11.8% | 51.6% | 14.2% |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|-----------------------------------------------|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ---- District ---- | | ----- State ----- | | ---- District ---- | | ----- State ----- | |
| Student Information | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Total Students | 50,547 | 100.0% | 5,359,040 | 100.0% | 50,614 | 100.0% | 5,371,586 | 100.0% |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 147 | 0.3% | 13,855 | 0.3% | 173 | 0.3% | 20,991 | 0.4% |
| Pre-Kindergarten | 1,898 | 3.8% | 196,560 | 3.7% | 1,898 | 3.7% | 197,093 | 3.7% |
| Kindergarten | 3,227 | 6.4% | 360,865 | 6.7% | 3,227 | 6.4% | 361,349 | 6.7% |
| Grade 1 | 3,429 | 6.8% | 380,973 | 7.1% | 3,429 | 6.8% | 381,403 | 7.1% |
| Grade 2 | 3,378 | 6.7% | 379,725 | 7.1% | 3,379 | 6.7% | 380,122 | 7.1% |
| Grade 3 | 3,483 | 6.9% | 380,802 | 7.1% | 3,483 | 6.9% | 381,135 | 7.1% |
| Grade 4 | 3,604 | 7.1% | 385,090 | 7.2% | 3,604 | 7.1% | 385,364 | 7.2% |
| Grade 5 | 3,563 | 7.0% | 395,436 | 7.4% | 3,563 | 7.0% | 395,649 | 7.4% |
| Grade 6 | 3,935 | 7.8% | 414,197 | 7.7% | 3,938 | 7.8% | 414,357 | 7.7% |
| Grade 7 | 3,930 | 7.8% | 421,222 | 7.9% | 3,931 | 7.8% | 421,347 | 7.8% |
| Grade 8 | 4,099 | 8.1% | 422,386 | 7.9% | 4,099 | 8.1% | 422,505 | 7.9% |
| Grade 9 | 3,999 | 7.9% | 436,396 | 8.1% | 4,002 | 7.9% | 436,523 | 8.1% |
| Grade 10 | 4,118 | 8.1% | 420,502 | 7.8% | 4,119 | 8.1% | 420,705 | 7.8% |
| Grade 11 | 3,910 | 7.7% | 388,143 | 7.2% | 3,910 | 7.7% | 388,443 | 7.2% |
| Grade 12 | 3,827 | 7.6% | 362,888 | 6.8% | 3,859 | 7.6% | 364,600 | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 3,881 | 7.7% | 680,285 | 12.7% | 3,887 | 7.7% | 681,401 | 12.7% |
| Hispanic | 42,038 | 83.2% | 2,835,771 | 52.9% | 42,090 | 83.2% | 2,840,982 | 52.9% |
| White | 2,667 | 5.3% | 1,418,789 | 26.5% | 2,673 | 5.3% | 1,424,251 | 26.5% |
| American Indian | 49 | 0.1% | 18,712 | 0.3% | 49 | 0.1% | 18,755 | 0.3% |
| Asian | 1,510 | 3.0% | 253,856 | 4.7% | 1,512 | 3.0% | 254,163 | 4.7% |
| Pacific Islander | 44 | 0.1% | 8,259 | 0.2% | 44 | 0.1% | 8,271 | 0.2% |
| Two or More Races | 358 | 0.7% | 143,368 | 2.7% | 359 | 0.7% | 143,763 | 2.7% |
| Sex: | | | | | | | | |
| Female | 24,508 | 48.5% | 2,620,239 | 48.9% | 24,527 | 48.5% | 2,624,722 | 48.9% |
| Male | 26,039 | 51.5% | 2,738,801 | 51.1% | 26,087 | 51.5% | 2,746,864 | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 42,344 | 83.8% | 3,229,178 | 60.3% | 42,385 | 83.7% | 3,233,417 | 60.2% |
| Non-Educationally Disadvantaged | 8,203 | 16.2% | 2,129,862 | 39.7% | 8,229 | 16.3% | 2,138,169 | 39.8% |
| Section 504 Students | 2,908 | 5.8% | 387,490 | 7.2% | 2,909 | 5.7% | 387,622 | 7.2% |
| EB Students/EL | 15,153 | 30.0% | 1,108,207 | 20.7% | 15,155 | 29.9% | 1,108,883 | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 751 | 1.3% | 66,833 | 1.2% | | | | |
| Students w/ Dyslexia | 2,313 | 4.6% | 241,070 | 4.5% | 2,313 | 4.6% | 241,197 | 4.5% |
| Foster Care | 58 | 0.1% | 17,033 | 0.3% | 58 | 0.1% | 17,090 | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | ----- Membership ----- | | | | ----- Enrollment ----- | | | |
|------------------------------------------------------------------|------------------------|---------|-------------------|---------|------------------------|---------|-------------------|---------|
| | ---- District ---- | | ----- State ----- | | ---- District ---- | | ----- State ----- | |
| Student Information | Count | Percent | Count | Percent | Count | Percent | Count | Percent |
| Homeless | 415 | 0.8% | 57,709 | 1.1% | 415 | 0.8% | 57,811 | 1.1% |
| Immigrant | 1,404 | 2.8% | 108,025 | 2.0% | 1,404 | 2.8% | 108,092 | 2.0% |
| Migrant | 113 | 0.2% | 16,657 | 0.3% | 113 | 0.2% | 16,733 | 0.3% |
| Title I | 34,656 | 68.6% | 3,457,855 | 64.5% | 34,687 | 68.5% | 3,464,887 | 64.5% |
| Military Connected | 200 | 0.4% | 144,596 | 2.7% | 200 | 0.4% | 144,683 | 2.7% |
| At-Risk | 29,648 | 58.7% | 2,634,284 | 49.2% | 29,673 | 58.6% | 2,636,849 | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 14,188 | 28.1% | 1,123,936 | 21.0% | 14,189 | 28.0% | 1,124,413 | 20.9% |
| Gifted and Talented Education | 2,820 | 5.6% | 443,781 | 8.3% | 2,820 | 5.6% | 443,849 | 8.3% |
| Special Education | 6,038 | 11.9% | 595,885 | 11.1% | 6,103 | 12.1% | 605,043 | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 6,038 | | 595,885 | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 2,647 | 43.8% | 253,352 | 42.5% | | | | |
| Students with Physical Disabilities | 1,101 | 18.2% | 127,106 | 21.3% | | | | |
| Students with Autism | 1,257 | 20.8% | 83,737 | 14.1% | | | | |
| Students with Behavioral Disabilities | 947 | 15.7% | 122,624 | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 86 | 1.4% | 9,066 | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 7,217 | 14.2% | 726,083 | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1,127 | 2.2% | 148,832 | 2.8% | | | | |
| Hispanic | 5,396 | 10.6% | 372,491 | 7.1% | | | | |
| White | 489 | 1.0% | 160,748 | 3.1% | | | | |
| American Indian | 22 | 0.0% | 2,944 | 0.1% | | | | |
| Asian | 101 | 0.2% | 18,370 | 0.4% | | | | |
| Pacific Islander | 3 | 0.0% | 1,484 | 0.0% | | | | |
| Two or More Races | 79 | 0.2% | 21,214 | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 612 | 10.3% | 102,036 | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 1,960 | 13.7% | 137,410 | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 6,129 | 14.8% | 508,900 | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 5,773 | 15.3% | 700,130 | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | -Non-Special Education Rates- | | -Special Education Rates- | |
|----------------------------------|-------------------------------------|-------|---------------------------------|-------|
| Student Information | District | State | District | State |
| Retention Rates by Grade: | | | | |
| Kindergarten | 0.2% | 1.4% | 0.8% | 4.8% |
| Grade 1 | 8.0% | 1.9% | 8.8% | 3.2% |
| Grade 2 | 2.8% | 1.0% | 1.8% | 1.4% |
| Grade 3 | 1.3% | 0.5% | 0.0% | 0.6% |
| Grade 4 | 0.2% | 0.3% | 0.4% | 0.4% |
| Grade 5 | 0.2% | 0.2% | 0.0% | 0.3% |
| Grade 6 | 0.1% | 0.2% | 0.2% | 0.3% |
| Grade 7 | 0.5% | 0.3% | 0.0% | 0.3% |
| Grade 8 | 0.1% | 0.2% | 0.0% | 0.4% |
| Grade 9 | 2.4% | 4.7% | 2.1% | 7.8% |

| | ---- District ---- | | ----- State ----- | |
|------------------------|--------------------|---------|-------------------|---------|
| | Count | Percent | Count | Percent |
| Data Quality: | | | | |
| Underreported Students | 17 | 0.1% | 6,039 | 0.2% |

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

| Class Size Information | District | State |
|---------------------------|----------|-------|
| Elementary: | | |
| Kindergarten | 17.4 | 17.7 |
| Grade 1 | 17.9 | 18.0 |
| Grade 2 | 16.4 | 18.0 |
| Grade 3 | 17.4 | 18.2 |
| Grade 4 | 16.8 | 18.3 |
| Grade 5 | 17.0 | 19.8 |
| Grade 6 | 19.5 | 19.4 |
| Secondary: | | |
| English/Language Arts | 14.9 | 15.7 |
| Foreign Languages | 19.5 | 17.8 |
| Mathematics | 16.4 | 16.9 |
| Science | 17.0 | 17.9 |
| Social Studies | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | ----- District ----- | | ----- State ----- | |
|-----------------------------------------------|----------------------|---------|-------------------|---------|
| Staff Information | Count | Percent | Count | Percent |
| Total Staff | 8,324.2 | 100.0% | 745,316.3 | 100.0% |
| Professional Staff: | 4,887.2 | 58.7% | 479,219.1 | 64.3% |
| Teachers | 3,752.3 | 45.1% | 369,395.4 | 49.6% |
| Professional Support | 857.0 | 10.3% | 78,787.8 | 10.6% |
| Campus Administration (School Leadership) | 193.4 | 2.3% | 22,378.5 | 3.0% |
| Central Administration | 84.4 | 1.0% | 8,657.4 | 1.2% |
| Educational Aides: | 1,062.1 | 12.8% | 79,348.7 | 10.6% |
| Auxiliary Staff: | 2,374.9 | 28.5% | 186,748.5 | 25.1% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 64.0 | n/a | 4,290.0 | n/a |
| Part-time Librarians | 7.0 | n/a | 582.0 | n/a |
| Full-time Counselors | 119.0 | n/a | 13,211.0 | n/a |
| Part-time Counselors | 11.0 | n/a | 1,126.0 | n/a |
| Total Minority Staff: | 5,351.9 | 64.3% | 384,122.4 | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 372.5 | 9.9% | 41,186.3 | 11.1% |
| Hispanic | 1,426.6 | 38.0% | 104,985.0 | 28.4% |
| White | 1,802.2 | 48.0% | 210,367.3 | 56.9% |
| American Indian | 6.0 | 0.2% | 1,261.0 | 0.3% |
| Asian | 107.0 | 2.9% | 6,656.1 | 1.8% |
| Pacific Islander | 1.0 | 0.0% | 618.8 | 0.2% |
| Two or More Races | 37.0 | 1.0% | 4,320.9 | 1.2% |
| Teachers by Sex: | | | | |
| Males | 929.1 | 24.8% | 88,006.1 | 23.8% |
| Females | 2,823.2 | 75.2% | 281,389.3 | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 28.5 | 0.8% | 4,422.7 | 1.2% |
| Bachelors | 2,848.4 | 75.9% | 269,818.0 | 73.0% |
| Masters | 836.5 | 22.3% | 92,432.5 | 25.0% |
| Doctorate | 39.0 | 1.0% | 2,722.3 | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 200.7 | 5.3% | 24,880.4 | 6.7% |
| 1-5 Years Experience | 1,129.4 | 30.1% | 102,753.7 | 27.8% |
| 6-10 Years Experience | 914.5 | 24.4% | 74,854.8 | 20.3% |
| 11-20 Years Experience | 1,062.7 | 28.3% | 107,653.1 | 29.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | ----- District ----- | | ----- State ----- | |
|--------------------------------|----------------------|---------|-------------------|---------|
| Staff Information | Count | Percent | Count | Percent |
| 21-30 Years Experience | 368.7 | 9.8% | 47,975.4 | 13.0% |
| Over 30 Years Experience | 76.3 | 2.0% | 11,278.0 | 3.1% |
| | | | | |
| Number of Students per Teacher | 13.5 | n/a | 14.5 | n/a |

| Staff Information | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|
| Experience of Campus Leadership: | | |
| Average Years Experience of Principals | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.1 | 4.8 |
| | | |
| Average Years Experience of Teachers: | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | |
| Beginning Teachers | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | |
| Teachers | \$60,082 | \$57,641 |
| Professional Support | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$100,234 | \$83,424 |
| Central Administration | \$114,822 | \$109,662 |
| | | |
| Instructional Staff Percent: | 64.2% | 64.6% |
| | | |
| Turnover Rate for Teachers: | 10.2% | 14.3% |
| Staff Exclusions: | | |
| Shared Services Arrangement Staff: | | |
| Professional Staff | 0.0 | 1,136.9 |
| Educational Aides | 0.0 | 194.8 |
| Auxiliary Staff | 1.0 | 397.5 |
| | | |
| Contracted Instructional Staff: | 0.0 | 5,731.4 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA ISD (101917) - HARRIS COUNTY

| | ----- District ----- | | ----- State ----- | |
|-------------------------------------------------|----------------------|---------|-------------------|---------|
| Program Information | Count | Percent | Count | Percent |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 517.4 | 13.8% | 22,870.6 | 6.2% |
| Career and Technical Education | 139.1 | 3.7% | 18,987.7 | 5.1% |
| Compensatory Education | 1.1 | 0.0% | 10,226.9 | 2.8% |
| Gifted and Talented Education | 50.9 | 1.4% | 6,558.4 | 1.8% |
| Regular Education | 2,375.9 | 63.3% | 262,447.1 | 71.0% |
| Special Education | 547.2 | 14.6% | 34,862.5 | 9.4% |
| Other | 120.7 | 3.2% | 13,442.2 | 3.6% |

- Indicates there are no students in the group.

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

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

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

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

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)

(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PASADENA HIGH SCHOOL

Campus Number: 101917001

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 51% | 33% | 51% | 31% | - | - | - | * | 21% | * | 51% | 50% | 48% | 29% |
| | 2019 | 68% | 60% | 52% | 33% | 52% | 58% | * | * | - | * | 13% | 25% | 54% | 45% | 51% | 40% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 32% | 25% | 32% | 23% | - | - | - | * | 13% | * | 32% | 31% | 30% | 9% |
| | 2019 | 50% | 42% | 32% | 27% | 32% | 36% | * | * | - | * | 9% | 13% | 35% | 22% | 31% | 19% |
| At Masters Grade Level | 2021 | 12% | 8% | 5% | 0% | 5% | 8% | - | - | - | * | 9% | * | 6% | 3% | 4% | 2% |
| | 2019 | 11% | 6% | 3% | 13% | 3% | 0% | * | * | - | * | 3% | 0% | 3% | 2% | 3% | 1% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 58% | 0% | 58% | 63% | - | - | * | * | 22% | * | 61% | 43% | 56% | 23% |
| | 2019 | 68% | 61% | 55% | 44% | 55% | 53% | * | * | - | * | 16% | 40% | 58% | 36% | 54% | 38% |
| At Meets Grade Level or Above | 2021 | 57% | 53% | 41% | 0% | 41% | 50% | - | - | * | * | 12% | * | 44% | 25% | 39% | 8% |
| | 2019 | 49% | 41% | 31% | 22% | 32% | 30% | * | * | - | * | 11% | 40% | 34% | 14% | 30% | 14% |
| At Masters Grade Level | 2021 | 11% | 9% | 4% | 0% | 4% | 13% | - | - | * | * | 3% | * | 4% | 5% | 4% | 1% |
| | 2019 | 8% | 5% | 3% | 0% | 3% | 7% | * | * | - | * | 8% | 0% | 4% | 2% | 3% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 76% | 78% | 76% | 44% | - | - | - | * | 50% | * | 78% | 64% | 75% | 70% |
| | 2019 | 85% | 90% | 86% | 83% | 86% | 86% | - | * | - | * | 59% | 86% | 86% | 86% | 86% | 86% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 39% | 11% | 39% | 33% | - | - | - | * | 26% | * | 40% | 30% | 38% | 26% |
| | 2019 | 61% | 73% | 65% | 58% | 65% | 68% | - | * | - | * | 26% | 57% | 66% | 62% | 66% | 62% |
| At Masters Grade Level | 2021 | 23% | 29% | 16% | 0% | 17% | 11% | - | - | - | * | 16% | * | 17% | 15% | 16% | 13% |
| | 2019 | 37% | 46% | 36% | 17% | 36% | 45% | - | * | - | * | 10% | 29% | 38% | 29% | 37% | 31% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 76% | 77% | 76% | 50% | - | - | - | * | 53% | * | 77% | 69% | 75% | 59% |
| | 2019 | 88% | 87% | 87% | 80% | 88% | 82% | - | * | - | * | 58% | 100% | 89% | 83% | 87% | 83% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 48% | 38% | 49% | 40% | - | - | - | * | 22% | * | 50% | 41% | 45% | 25% |
| | 2019 | 62% | 60% | 60% | 40% | 61% | 68% | - | * | - | * | 19% | 17% | 62% | 54% | 59% | 50% |
| At Masters Grade Level | 2021 | 22% | 20% | 13% | 15% | 13% | 10% | - | - | - | * | 10% | * | 14% | 7% | 12% | 6% |
| | 2019 | 25% | 21% | 15% | 10% | 14% | 27% | - | * | - | * | 6% | 0% | 15% | 12% | 14% | 7% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 85% | * | 85% | 86% | - | - | - | * | 49% | 60% | 86% | 77% | 84% | 57% |
| | 2019 | 93% | 92% | 94% | * | 94% | 88% | * | * | - | * | 70% | 100% | 94% | 88% | 93% | 87% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 56% | * | 55% | 71% | - | - | - | * | 28% | 20% | 55% | 63% | 55% | 27% |
| | 2019 | 73% | 73% | 72% | * | 71% | 81% | * | * | - | * | 34% | 60% | 72% | 68% | 72% | 43% |
| At Masters Grade Level | 2021 | 43% | 35% | 26% | * | 26% | 50% | - | - | - | * | 13% | 20% | 26% | 25% | 25% | 10% |
| | 2019 | 45% | 42% | 37% | * | 37% | 31% | * | * | - | * | 15% | 60% | 37% | 33% | 37% | 17% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 97% | 98% | - | 98% | * | - | - | - | - | - | - | 98% | - | 98% | - |
| At Meets Grade Level or Above | 2021 | 69% | 67% | 65% | - | 65% | * | - | - | - | - | - | - | 65% | - | 56% | - |
| At Masters Grade Level | 2021 | 14% | 6% | 4% | - | 4% | * | - | - | - | - | - | - | 4% | - | 2% | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 68% | 52% | 68% | 58% | - | - | * | 60% | 37% | 57% | 69% | 59% | 66% | 45% |
| | 2019 | 78% | 76% | 71% | 57% | 72% | 70% | 71% | 63% | - | 56% | 37% | 68% | 73% | 64% | 71% | 61% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 43% | 23% | 43% | 45% | - | - | * | 60% | 19% | 36% | 44% | 36% | 41% | 17% |
| | 2019 | 50% | 45% | 49% | 36% | 49% | 52% | 29% | 38% | - | 33% | 17% | 35% | 51% | 40% | 48% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | 5% | 12% | 19% | - | - | * | 10% | 10% | 14% | 12% | 9% | 11% | 5% |
| | 2019 | 24% | 18% | 16% | 11% | 16% | 19% | 0% | 13% | - | 11% | 7% | 16% | 17% | 13% | 16% | 9% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 20% | 55% | 48% | - | - | * | 40% | 21% | 60% | 55% | 46% | 52% | 27% |
| | 2019 | 75% | 72% | 53% | 38% | 53% | 56% | * | * | - | 40% | 15% | 31% | 56% | 41% | 52% | 39% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 36% | 15% | 37% | 38% | - | - | * | 40% | 12% | 40% | 38% | 28% | 34% | 9% |
| | 2019 | 48% | 42% | 32% | 25% | 32% | 33% | * | * | - | 20% | 10% | 23% | 35% | 19% | 30% | 17% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 0% | 5% | 10% | - | - | * | 0% | 6% | 0% | 5% | 4% | 4% | 1% |
| | 2019 | 21% | 15% | 3% | 8% | 3% | 3% | * | * | - | 0% | 5% | 0% | 3% | 2% | 3% | 1% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 78% | 78% | 78% | 55% | - | - | - | * | 50% | * | 80% | 64% | 77% | 70% |
| | 2019 | 82% | 82% | 86% | 83% | 86% | 86% | - | * | - | * | 59% | 86% | 86% | 86% | 86% | 86% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 41% | 11% | 42% | 36% | - | - | - | * | 26% | * | 43% | 30% | 39% | 26% |
| | 2019 | 52% | 47% | 65% | 58% | 65% | 68% | - | * | - | * | 26% | 57% | 66% | 62% | 66% | 62% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 11% | 15% | 0% | 16% | 9% | - | - | - | * | 16% | * | 15% | 15% | 14% | 13% |
| | 2019 | 26% | 21% | 36% | 17% | 36% | 45% | - | * | - | * | 10% | 29% | 38% | 29% | 37% | 31% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 76% | 77% | 76% | 50% | - | - | - | * | 53% | * | 77% | 69% | 75% | 59% |
| | 2019 | 81% | 80% | 87% | 80% | 88% | 82% | - | * | - | * | 58% | 100% | 89% | 83% | 87% | 83% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 48% | 38% | 49% | 40% | - | - | - | * | 22% | * | 50% | 41% | 45% | 25% |
| | 2019 | 54% | 50% | 60% | 40% | 61% | 68% | - | * | - | * | 19% | 17% | 62% | 54% | 59% | 50% |
| At Masters Grade Level | 2021 | 20% | 12% | 13% | 15% | 13% | 10% | - | - | - | * | 10% | * | 14% | 7% | 12% | 6% |
| | 2019 | 25% | 19% | 15% | 10% | 14% | 27% | - | * | - | * | 6% | 0% | 15% | 12% | 14% | 7% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 85% | * | 85% | 86% | - | - | - | * | 49% | 60% | 86% | 77% | 84% | 57% |
| | 2019 | 81% | 80% | 94% | * | 94% | 88% | * | * | - | * | 70% | 100% | 94% | 88% | 93% | 87% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 56% | * | 55% | 71% | - | - | - | * | 28% | 20% | 55% | 63% | 55% | 27% |
| | 2019 | 55% | 54% | 72% | * | 71% | 81% | * | * | - | * | 34% | 60% | 72% | 68% | 72% | 43% |
| At Masters Grade Level | 2021 | 29% | 21% | 26% | * | 26% | 50% | - | - | - | * | 13% | 20% | 26% | 25% | 25% | 10% |
| | 2019 | 33% | 30% | 37% | * | 37% | 31% | * | * | - | * | 15% | 60% | 37% | 33% | 37% | 17% |

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

- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | 59 | 60 | 59 | 60 | - | - | - | * | 56 | * | 60 | 54 | 59 | 56 |
| | 2018 | 67 | 65 | 63 | * | 62 | 75 | * | * | - | * | 59 | * | 63 | 60 | 63 | 58 |
| End of Course Algebra I | 2019 | 75 | 88 | 88 | 100 | 88 | 89 | - | - | - | * | 67 | 75 | 88 | 87 | 88 | 86 |
| | 2018 | 72 | 68 | 66 | 40 | 66 | 57 | - | - | - | * | 35 | 92 | 67 | 59 | 65 | 63 |
| All Grades Both Subjects | 2019 | 69 | 69 | 73 | 82 | 73 | 73 | - | - | - | * | 61 | 60 | 73 | 73 | 73 | 72 |
| | 2018 | 69 | 68 | 64 | 57 | 64 | 66 | * | * | - | * | 46 | 90 | 65 | 60 | 64 | 61 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 59 | 60 | 59 | 60 | - | - | - | * | 56 | * | 60 | 54 | 59 | 56 |
| | 2018 | 69 | 68 | 63 | * | 62 | 75 | * | * | - | * | 59 | * | 63 | 60 | 63 | 58 |
| All Grades Mathematics | 2019 | 70 | 70 | 88 | 100 | 88 | 89 | - | - | - | * | 67 | 75 | 88 | 87 | 88 | 86 |
| | 2018 | 70 | 69 | 66 | 40 | 66 | 57 | - | - | - | * | 35 | 92 | 67 | 59 | 65 | 63 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 68% | - | - | - | - | - | - | 42% | - | 42% | - | 46% | 77% | 44% | 98% |
| | 2019 | 78% | 76% | 71% | - | - | - | - | - | - | 50% | 41% | 52% | - | 36% | | 49% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 43% | - | - | - | - | - | - | 16% | - | 16% | - | 17% | 53% | 17% | 73% |
| | 2019 | 50% | 45% | 49% | - | - | - | - | - | - | 23% | 8% | 26% | - | 18% | | 22% | |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | - | - | - | - | - | - | 4% | - | 4% | - | 5% | 14% | 5% | 15% |
| | 2019 | 24% | 18% | 16% | - | - | - | - | - | - | 6% | 1% | 7% | - | 7% | | 6% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | - | - | - | - | - | - | 27% | - | 27% | - | 26% | 67% | 26% | * |
| | 2019 | 75% | 72% | 53% | - | - | - | - | - | - | 24% | 23% | 25% | - | 20% | | 24% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 36% | - | - | - | - | - | - | 6% | - | 6% | - | 9% | 49% | 8% | * |
| | 2019 | 48% | 42% | 32% | - | - | - | - | - | - | 8% | 6% | 8% | - | 10% | | 8% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | - | - | - | - | - | - | 0% | - | 0% | - | 1% | 6% | 1% | * |
| | 2019 | 21% | 15% | 3% | - | - | - | - | - | - | 0% | 0% | 0% | - | 3% | | 0% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 78% | - | - | - | - | - | - | 70% | - | 70% | - | 69% | 80% | 69% | 97% |
| | 2019 | 82% | 82% | 86% | - | - | - | - | - | - | 82% | 67% | 83% | - | 62% | | 81% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 41% | - | - | - | - | - | - | 27% | - | 27% | - | 24% | 46% | 25% | 68% |
| | 2019 | 52% | 47% | 65% | - | - | - | - | - | - | 54% | 0% | 57% | - | 31% | | 52% | |
| At Masters Grade Level | 2021 | 18% | 11% | 15% | - | - | - | - | - | - | 12% | - | 12% | - | 13% | 18% | 12% | 6% |
| | 2019 | 26% | 21% | 36% | - | - | - | - | - | - | 22% | 0% | 24% | - | 23% | | 22% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 76% | - | - | - | - | - | - | 57% | - | 57% | - | 60% | 84% | 59% | * |
| | 2019 | 81% | 80% | 87% | - | - | - | - | - | - | 77% | 38% | 79% | - | 44% | | 75% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 48% | - | - | - | - | - | - | 24% | - | 24% | - | 24% | 59% | 24% | * |
| | 2019 | 54% | 50% | 60% | - | - | - | - | - | - | 33% | 0% | 35% | - | 33% | | 33% | |
| At Masters Grade Level | 2021 | 20% | 12% | 13% | - | - | - | - | - | - | 5% | - | 5% | - | 7% | 16% | 6% | * |
| | 2019 | 25% | 19% | 15% | - | - | - | - | - | - | 2% | 0% | 3% | - | 0% | | 2% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 85% | - | - | - | - | - | - | 41% | - | 41% | - | 65% | 91% | 57% | - |
| | 2019 | 81% | 80% | 94% | - | - | - | - | - | - | 84% | 85% | 83% | - | * | | 82% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 56% | - | - | - | - | - | - | 30% | - | 30% | - | 26% | 62% | 27% | - |
| | 2019 | 55% | 54% | 72% | - | - | - | - | - | - | 28% | 18% | 40% | - | * | | 27% | |
| At Masters Grade Level | 2021 | 29% | 21% | 26% | - | - | - | - | - | - | 11% | - | 11% | - | 9% | 30% | 10% | - |
| | 2019 | 33% | 30% | 37% | - | - | - | - | - | - | 11% | 3% | 20% | - | * | | 10% | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 88% | 88% | 88% | 92% | * | - | * | 100% | 82% | 100% | 90% | 81% | 88% | 89% |
| Included in Accountability | 83% | 88% | 81% | 85% | 81% | 86% | * | - | * | 100% | 77% | 88% | 86% | 63% | 82% | 72% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | 4% | 1% | 1% | * | - | * | 0% | 1% | 0% | 1% | 5% | 1% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 5% | 4% | * | - | * | 0% | 4% | 13% | 3% | 14% | 5% | 16% |
| Not Tested | 12% | 6% | 12% | 12% | 12% | 8% | * | - | * | 0% | 18% | 0% | 10% | 19% | 12% | 11% |
| Absent | 2% | 2% | 6% | 8% | 7% | 0% | * | - | * | 0% | 7% | 0% | 5% | 11% | 6% | 6% |
| Other | 10% | 4% | 5% | 4% | 5% | 8% | * | - | * | 0% | 11% | 0% | 5% | 8% | 5% | 5% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 94% | 89% | 94% | 95% | 100% | 100% | - | 100% | 91% | 96% | 96% | 91% | 94% | 96% |
| Included in Accountability | 94% | 94% | 87% | 85% | 87% | 84% | 100% | 100% | - | 100% | 86% | 61% | 92% | 70% | 88% | 83% |
| Not Included in Accountability: Mobile | 4% | 3% | 3% | 4% | 3% | 8% | 0% | 0% | - | 0% | 4% | 27% | 1% | 9% | 2% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 4% | 0% | 5% | 2% | 0% | 0% | - | 0% | 2% | 8% | 2% | 12% | 4% | 11% |
| Not Tested | 1% | 1% | 6% | 11% | 6% | 5% | 0% | 0% | - | 0% | 9% | 4% | 4% | 9% | 6% | 4% |
| Absent | 1% | 1% | 5% | 11% | 5% | 5% | 0% | 0% | - | 0% | 8% | 4% | 4% | 9% | 6% | 4% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 96.4% | 93.5% | 96.4% | 95.1% | * | * | * | * | 96.0% | 96.5% | 95.4% |
| 2018-19 | 95.4% | 94.4% | 89.4% | 84.0% | 89.5% | 89.4% | 81.1% | * | - | * | 85.9% | 89.1% | 87.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 21.2% | 51.6% | 20.6% | 27.2% | 66.7% | * | * | 0.0% | 27.9% | 20.3% | 23.6% |
| 2018-19 | 11.4% | 15.3% | 33.8% | 56.8% | 33.0% | 43.6% | 57.1% | 20.0% | - | 40.0% | 48.6% | 34.6% | 40.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 1.9% | 6.9% | 1.7% | 2.4% | 42.9% | * | * | 0.0% | 2.1% | 2.0% | 2.0% |
| 2018-19 | 1.9% | 1.7% | 2.6% | 8.3% | 2.5% | 2.1% | 0.0% | 0.0% | - | 0.0% | 4.0% | 2.5% | 4.5% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | 86.4% | * | 87.8% | 63.2% | * | * | - | * | 66.7% | 84.9% | 78.0% |
| Received TxCHSE | 0.4% | 0.2% | 0.2% | * | 0.2% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.9% | 3.4% | 4.0% | * | 3.9% | 5.3% | * | * | - | * | 14.6% | 4.6% | 7.7% |
| Dropped Out | 5.4% | 6.0% | 9.4% | * | 8.1% | 31.6% | * | * | - | * | 18.8% | 10.5% | 14.3% |
| Graduates and TxCHSE | 90.7% | 90.6% | 86.5% | * | 88.0% | 63.2% | * | * | - | * | 66.7% | 84.9% | 78.0% |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | 90.6% | * | 91.9% | 68.4% | * | * | - | * | 81.3% | 89.5% | 85.7% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | 86.7% | 69.2% | 87.6% | 72.7% | * | * | - | - | 75.0% | 86.0% | 76.8% |
| Received TxCHSE | 0.5% | 0.3% | 0.3% | 0.0% | 0.2% | 4.5% | * | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.7% | 2.9% | 3.9% | 7.7% | 3.6% | 9.1% | * | * | - | - | 5.0% | 3.7% | 6.1% |
| Dropped Out | 5.9% | 6.4% | 9.0% | 23.1% | 8.6% | 13.6% | * | * | - | - | 20.0% | 10.2% | 17.2% |
| Graduates and TxCHSE | 90.4% | 90.7% | 87.0% | 69.2% | 87.8% | 77.3% | * | * | - | - | 75.0% | 86.2% | 76.8% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | 91.0% | 76.9% | 91.4% | 86.4% | * | * | - | - | 80.0% | 89.8% | 82.8% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | 89.4% | 75.0% | 90.2% | 76.2% | * | * | - | - | 76.3% | 88.5% | 82.5% |
| Received TxCHSE | 0.5% | 0.3% | 0.3% | 0.0% | 0.2% | 4.8% | * | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 1.3% | 0.5% | 0.5% | 0.0% | 0.4% | 4.8% | * | * | - | - | 1.7% | 0.7% | 0.0% |
| Dropped Out | 6.1% | 6.6% | 9.7% | 25.0% | 9.3% | 14.3% | * | * | - | - | 22.0% | 10.6% | 17.5% |
| Graduates and TxCHSE | 92.6% | 92.9% | 89.7% | 75.0% | 90.4% | 81.0% | * | * | - | - | 76.3% | 88.7% | 82.5% |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | 90.3% | 75.0% | 90.7% | 85.7% | * | * | - | - | 78.0% | 89.4% | 82.5% |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | 87.0% | 75.0% | 87.8% | 77.8% | * | * | - | * | 75.5% | 88.2% | 72.4% |
| Received TxCHSE | 0.6% | 0.5% | 0.3% | 0.0% | 0.2% | 0.0% | * | * | - | * | 0.0% | 0.2% | 0.0% |
| Continued HS | 1.1% | 0.3% | 0.2% | 0.0% | 0.2% | 0.0% | * | * | - | * | 2.0% | 0.0% | 0.0% |
| Dropped Out | 6.1% | 6.7% | 12.5% | 25.0% | 11.9% | 22.2% | * | * | - | * | 22.4% | 11.6% | 27.6% |
| Graduates and TxCHSE | 92.8% | 93.0% | 87.3% | 75.0% | 87.9% | 77.8% | * | * | - | * | 75.5% | 88.4% | 72.4% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | 87.5% | 75.0% | 88.1% | 77.8% | * | * | - | * | 77.6% | 88.4% | 72.4% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | 87.2% | 75.0% | 87.9% | 77.8% | * | * | - | * | 77.6% | 88.2% | 72.4% |
| Received TxCHSE | 0.7% | 0.6% | 0.3% | 0.0% | 0.2% | 0.0% | * | * | - | * | 0.0% | 0.2% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.2% | 0.0% | 0.2% | 0.0% | * | * | - | * | 0.0% | 0.2% | 0.0% |
| Dropped Out | 6.1% | 6.5% | 12.3% | 25.0% | 11.7% | 22.2% | * | * | - | * | 22.4% | 11.4% | 27.6% |
| Graduates and TxCHSE | 93.3% | 93.4% | 87.5% | 75.0% | 88.1% | 77.8% | * | * | - | * | 77.6% | 88.4% | 72.4% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | 87.7% | 75.0% | 88.3% | 77.8% | * | * | - | * | 77.6% | 88.6% | 72.4% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | 89.3% | 85.7% | 90.2% | 53.3% | - | * | - | - | 87.8% | 91.2% | 80.3% |
| Received TxCHSE | 0.7% | 0.7% | 0.8% | 14.3% | 0.3% | 13.3% | - | * | - | - | 0.0% | 0.4% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 6.8% | 9.9% | 0.0% | 9.5% | 33.3% | - | * | - | - | 12.2% | 8.4% | 19.7% |
| Graduates and TxCHSE | 93.2% | 93.2% | 90.1% | 100.0% | 90.5% | 66.7% | - | * | - | - | 87.8% | 91.6% | 80.3% |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | 90.1% | 100.0% | 90.5% | 66.7% | - | * | - | - | 87.8% | 91.6% | 80.3% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | 84.7% | * | 86.4% | 60.0% | * | * | - | * | 61.1% | 83.1% | 76.2% |
| Class of 2019 | 90.0% | 89.2% | 85.9% | 69.2% | 86.7% | 72.7% | * | * | - | - | 73.8% | 85.1% | 75.0% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | 3.2% | * | 3.1% | 8.3% | * | * | - | * | 37.5% | 3.4% | 11.3% |
| Class of 2019 | 4.2% | 0.9% | 2.4% | 22.2% | 2.1% | 0.0% | * | * | - | - | 31.3% | 2.6% | 4.1% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | 76.5% | * | 76.7% | 75.0% | * | * | - | * | 21.9% | 77.1% | 63.4% |
| Class of 2019 | 83.5% | 79.4% | 77.2% | 55.6% | 78.0% | 73.3% | * | * | - | - | 15.6% | 75.7% | 77.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | 79.8% | * | 79.9% | 83.3% | * | * | - | * | 59.4% | 80.4% | 74.6% |
| Class of 2019 | 87.6% | 80.3% | 79.6% | 77.8% | 80.2% | 73.3% | * | * | - | - | 46.9% | 78.3% | 81.1% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | 40.0% | - | 33.3% | - | - | * | - | - | - | * | - |
| 2018-19 | 32.7% | 2.7% | * | - | * | - | - | - | - | - | * | * | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 3.5% | * | 3.4% | 7.7% | * | * | - | - | 38.2% | 3.7% | 12.5% |
| 2018-19 | 4.4% | 1.0% | 2.3% | 22.2% | 2.1% | 0.0% | * | * | - | * | 30.3% | 2.5% | 4.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 73.8% | * | 74.1% | 69.2% | * | * | - | - | 20.6% | 74.6% | 62.5% |
| 2018-19 | 82.1% | 76.7% | 75.0% | 55.6% | 75.8% | 68.8% | * | * | - | * | 15.2% | 73.9% | 74.7% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 76.6% | * | 76.7% | 76.9% | * | * | - | - | 58.8% | 78.1% | 75.0% |
| 2018-19 | 85.9% | 76.8% | 76.8% | 77.8% | 77.4% | 68.8% | * | * | - | * | 42.9% | 76.1% | 78.7% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 529 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 1 | 0.2% | 255 | 44,729 |
| Hispanic | 511 | 96.6% | 3,119 | 184,060 |
| White | 13 | 2.5% | 189 | 105,215 |
| American Indian | 2 | 0.4% | 7 | 1,226 |
| Asian | 2 | 0.4% | 140 | 17,126 |
| Pacific Islander | 0 | 0.0% | 2 | 557 |
| Two or More Races | 0 | 0.0% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 6 | 1.1% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 4 | 0.8% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 118 | 22.3% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 18 | 3.4% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 383 | 72.4% | 2,765 | 292,532 |
| Special Education Graduates | 34 | 6.4% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 407 | 76.9% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 80 | 15.1% | 407 | 29,639 |
| At-Risk Graduates | 298 | 56.3% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 49.1% | * | 49.3% | 38.5% | * | * | - | - | 79.4% | 50.9% | 47.5% |
| 2018-19 | 72.9% | 65.1% | 62.6% | 55.6% | 62.5% | 70.6% | * | * | - | * | 66.3% | 62.6% | 51.3% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 42.0% | * | 42.3% | 23.1% | * | * | - | - | 2.9% | 44.5% | 32.5% |
| 2018-19 | 53.0% | 45.6% | 44.3% | 33.3% | 44.7% | 41.2% | * | * | - | * | 6.1% | 42.4% | 29.9% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 42.3% | * | 42.3% | 46.2% | * | * | - | - | 0.0% | 44.2% | 3.8% |
| 2018-19 | 60.7% | 55.9% | 44.5% | 33.3% | 44.3% | 58.8% | * | * | - | * | 12.2% | 42.6% | 7.8% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 28.7% | * | 29.0% | 15.4% | * | * | - | - | 0.0% | 29.7% | 6.3% |
| 2018-19 | 48.6% | 45.1% | 34.1% | 33.3% | 33.9% | 41.2% | * | * | - | * | 8.2% | 32.7% | 10.4% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 25.0% | * | 25.2% | 7.7% | * | * | - | - | 0.0% | 26.0% | 2.5% |
| 2018-19 | 44.2% | 38.7% | 29.9% | 33.3% | 29.5% | 41.2% | * | * | - | * | 6.1% | 27.8% | 3.9% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 24.0% | * | 24.5% | 7.7% | * | * | - | - | 0.0% | 26.5% | 32.5% |
| 2018-19 | 21.1% | 19.6% | 24.2% | 11.1% | 24.6% | 17.6% | * | * | - | * | 2.0% | 24.9% | 24.7% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 14.4% | * | 14.7% | 0.0% | * | * | - | - | 0.0% | 15.7% | 1.3% |
| 2018-19 | 1.9% | 1.5% | 10.0% | 22.2% | 9.6% | 17.6% | * | * | - | * | 2.0% | 9.2% | 1.3% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 26.5% | * | 26.8% | 15.4% | * | * | - | - | 2.9% | 28.0% | 1.3% |
| 2018-19 | 23.1% | 11.4% | 22.3% | 33.3% | 21.6% | 35.3% | * | * | - | * | 2.0% | 19.6% | 5.2% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 9.3% | * | 9.2% | 15.4% | * | * | - | - | 79.4% | 8.1% | 16.3% |
| 2018-19 | 40.4% | 33.5% | 24.7% | 33.3% | 24.2% | 35.3% | * | * | - | * | 64.3% | 27.0% | 24.0% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 4.2% | * | 4.3% | 0.0% | * | * | - | - | 0.0% | 2.9% | 2.5% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 2.5% | 0.0% | 2.6% | 0.0% | * | * | - | * | 0.0% | 2.9% | 0.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 0.0% | * | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 1.5% | * | 1.6% | 0.0% | * | * | - | - | 23.5% | 1.5% | 2.5% |
| 2018-19 | 2.3% | 5.0% | 3.2% | 0.0% | 2.8% | 17.6% | * | * | - | * | 28.6% | 3.4% | 3.9% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 3.8% | * | 3.5% | 15.4% | * | * | - | - | 58.8% | 3.9% | 12.5% |
| 2018-19 | 2.7% | 3.1% | 2.8% | 22.2% | 2.6% | 0.0% | * | * | - | * | 30.6% | 3.1% | 3.9% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 24.6% | * | 25.0% | 7.7% | * | * | - | - | 0.0% | 25.8% | 1.3% |
| | 2018-19 | 33.4% | 24.3% | 25.9% | 33.3% | 25.1% | 47.1% | * | * | - | * | 8.2% | 23.7% | 5.2% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 18.1% | * | 18.6% | 0.0% | * | * | - | - | 0.0% | 19.2% | 3.8% |
| | 2018-19 | 24.7% | 24.1% | 24.2% | 33.3% | 23.6% | 35.3% | * | * | - | * | 6.1% | 23.0% | 9.1% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 16.3% | * | 16.6% | 0.0% | * | * | - | - | 0.0% | 17.2% | 1.3% |
| | 2018-19 | 18.8% | 14.0% | 17.6% | 33.3% | 16.6% | 35.3% | * | * | - | * | 4.1% | 15.7% | 2.6% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 1.7% | * | 1.8% | 0.0% | * | * | - | - | 0.0% | 1.7% | 0.0% |
| | 2018-19 | 5.1% | 8.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 1.7% | * | 1.8% | 0.0% | * | * | - | - | 0.0% | 1.7% | 0.0% |
| | 2018-19 | 7.3% | 5.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 1.1% | * | 1.2% | 0.0% | * | * | - | - | 0.0% | 1.2% | 0.0% |
| | 2018-19 | 2.6% | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 15.6% | 0.0% | 15.6% | 18.4% | 20.0% | * | - | - | 0.0% | 15.4% | 9.6% |
| | 2019 | 25.2% | 24.4% | 34.2% | 14.3% | 35.0% | 17.1% | * | * | - | * | 0.9% | 34.0% | 17.9% |
| English Language Arts | 2020 | 12.7% | 9.9% | 7.4% | 0.0% | 7.3% | 13.2% | 0.0% | * | - | - | 0.0% | 7.0% | 0.5% |
| | 2019 | 14.5% | 13.8% | 14.8% | 7.1% | 14.7% | 17.1% | * | * | - | * | 0.9% | 14.5% | 0.0% |
| Mathematics | 2020 | 6.4% | 5.9% | 4.1% | 0.0% | 4.1% | 2.6% | 20.0% | * | - | - | 0.0% | 4.0% | 0.0% |
| | 2019 | 7.4% | 6.9% | 6.6% | 7.1% | 6.8% | 0.0% | * | * | - | * | 0.9% | 5.9% | 0.6% |
| Science | 2020 | 9.4% | 8.3% | 7.6% | 0.0% | 7.7% | 5.3% | 20.0% | * | - | - | 0.0% | 7.4% | 1.1% |
| | 2019 | 10.4% | 12.8% | 24.6% | 7.1% | 25.2% | 14.3% | * | * | - | * | 0.9% | 24.0% | 0.6% |
| Social Studies | 2020 | 12.4% | 8.4% | 3.9% | 0.0% | 3.9% | 5.3% | 0.0% | * | - | - | 0.0% | 3.8% | 1.6% |
| | 2019 | 13.9% | 11.5% | 7.1% | 7.1% | 6.9% | 11.4% | * | * | - | * | 0.9% | 7.2% | 4.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | 38.4% | - | 38.4% | 28.6% | * | - | - | - | - | 39.3% | 61.1% |
| | 2019 | 51.0% | 40.4% | 27.1% | * | 27.1% | 16.7% | * | * | - | * | * | 27.1% | 67.7% |
| English Language Arts | 2020 | 50.1% | 38.0% | 20.7% | - | 20.8% | 20.0% | - | - | - | - | - | 19.7% | * |
| | 2019 | 41.2% | 21.5% | 4.2% | * | 3.8% | 0.0% | * | - | - | * | * | 5.4% | - |
| Mathematics | 2020 | 56.5% | 47.6% | 46.7% | - | 48.8% | * | * | - | - | - | - | 48.6% | - |
| | 2019 | 52.2% | 50.1% | 63.5% | * | 62.5% | - | - | - | - | * | * | 66.0% | * |
| Science | 2020 | 47.6% | 32.2% | 15.5% | - | 13.6% | * | * | - | - | - | - | 13.8% | * |
| | 2019 | 40.6% | 20.9% | 10.1% | * | 9.7% | 20.0% | - | * | - | * | * | 9.3% | * |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2020 | 52.3% | 32.7% | 20.9% | - | 19.5% | * | - | - | - | - | - | 18.2% | * |
| | 2019 | 46.3% | 28.3% | 17.5% | * | 17.8% | * | * | - | - | * | * | 16.9% | 0.0% |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 87.5% | * | 87.3% | 92.3% | * | * | - | - | 88.2% | 88.3% | 80.7% |
| | 2018-19 | 75.0% | 90.8% | 100.0% | 100.0% | 100.0% | 100.0% | * | * | - | * | 66.7% | 99.8% | 81.0% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 21.0% | * | 21.1% | 8.3% | * | * | - | - | 0.0% | 22.7% | 3.0% |
| | 2018-19 | 36.1% | 23.6% | 20.8% | 10.0% | 20.2% | 41.2% | * | * | - | * | 2.9% | 20.3% | 1.6% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 916 | * | 917 | 908 | * | * | - | - | 737 | 921 | 780 |
| | 2018-19 | 1027 | 934 | 926 | 855 | 927 | 945 | * | * | - | * | 744 | 922 | 782 |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 455 | * | 455 | 444 | * | * | - | - | 373 | 458 | 387 |
| | 2018-19 | 517 | 465 | 460 | 437 | 459 | 476 | * | * | - | * | 371 | 457 | 378 |
| Mathematics | 2019-20 | 506 | 470 | 461 | * | 461 | 463 | * | * | - | - | 364 | 463 | 393 |
| | 2018-19 | 510 | 468 | 467 | 418 | 468 | 469 | * | * | - | * | 372 | 465 | 404 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 20.0 | - | 20.0 | - | - | - | - | - | - | 20.2 | - |
| | 2018-19 | 20.6 | 19.7 | 18.7 | * | 18.4 | * | - | - | - | * | - | 19.2 | * |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 19.0 | - | 19.0 | - | - | - | - | - | - | 19.4 | - |
| | 2018-19 | 20.3 | 19.1 | 17.9 | * | 17.5 | * | - | - | - | * | - | 18.6 | * |
| Mathematics | 2019-20 | 20.1 | 21.0 | 21.4 | - | 21.4 | - | - | - | - | - | - | 21.5 | - |
| | 2018-19 | 20.4 | 19.9 | 19.0 | * | 18.7 | * | - | - | - | * | - | 19.2 | * |
| Science | 2019-20 | 20.5 | 21.3 | 20.0 | - | 20.0 | - | - | - | - | - | - | 19.8 | - |
| | 2018-19 | 20.8 | 20.2 | 19.3 | * | 19.1 | * | - | - | - | * | - | 19.6 | * |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 45.3% | 15.4% | 45.9% | 37.0% | 60.0% | * | * | 33.3% | 5.1% | 44.6% | 29.1% |
| | 2018-19 | 44.6% | 39.1% | 44.0% | 35.7% | 44.5% | 31.6% | 40.0% | * | - | 40.0% | 6.1% | 42.7% | 28.7% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 21.8% | 3.8% | 22.2% | 19.4% | 20.0% | * | * | 16.7% | 1.8% | 20.9% | 11.2% |
| | 2018-19 | 17.8% | 17.3% | 26.5% | 17.9% | 26.7% | 22.4% | 20.0% | * | - | 40.0% | 1.8% | 25.5% | 10.4% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 18.8% | 7.7% | 18.7% | 21.4% | * | * | * | 16.7% | 1.4% | 17.7% | 3.7% |
| | 2018-19 | 20.4% | 17.0% | 22.0% | 20.0% | 22.3% | 13.9% | 0.0% | * | - | 20.0% | 2.4% | 21.0% | 4.2% |
| Science | 2019-20 | 22.4% | 12.4% | 13.7% | 0.0% | 14.1% | 6.8% | 20.0% | * | * | 0.0% | 1.8% | 13.5% | 3.1% |
| | 2018-19 | 21.7% | 12.7% | 18.2% | 8.3% | 18.6% | 11.6% | 0.0% | * | - | 20.0% | 1.5% | 18.0% | 2.6% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 21.6% | 7.7% | 21.9% | 19.4% | 0.0% | * | * | 16.7% | 1.4% | 21.8% | 3.8% |
| | 2018-19 | 23.6% | 17.2% | 17.7% | 14.8% | 17.8% | 10.5% | * | * | - | 20.0% | 0.9% | 16.9% | 3.5% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 50.7% | * | 50.9% | 61.5% | * | * | - | - | 67.6% | 49.9% | 48.8% |
| | 2018-19 | 59.0% | 50.6% | 34.1% | 0.0% | 34.7% | 35.3% | * | * | - | * | 32.7% | 37.3% | 36.4% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 45.6% | 44.4% | 45.9% | 35.3% | * | * | - | * | 19.6% | 44.6% | 32.9% |
| | 2017-18 | 53.4% | 52.3% | 48.0% | 10.0% | 49.1% | 35.7% | * | * | - | * | 20.5% | 46.5% | 19.0% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | 64.8% | * | 62.5% | * | - | - | - | * | - | 60.0% | * |
| | 2017-18 | 60.7% | 54.4% | 46.9% | * | 45.9% | 100.0% | - | * | - | - | 11.1% | 46.1% | 0.0% |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 2,265 | 100.0% | 50,547 | 5,359,040 | 2,272 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 594 | 26.2% | 7.9% | 8.1% | 594 | 26.1% | 7.9% | 8.1% |
| Grade 10 | 618 | 27.3% | 8.1% | 7.8% | 618 | 27.2% | 8.1% | 7.8% |
| Grade 11 | 536 | 23.7% | 7.7% | 7.2% | 536 | 23.6% | 7.7% | 7.2% |
| Grade 12 | 517 | 22.8% | 7.6% | 6.8% | 524 | 23.1% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 32 | 1.4% | 7.7% | 12.7% | 32 | 1.4% | 7.7% | 12.7% |
| Hispanic | 2,155 | 95.1% | 83.2% | 52.9% | 2,160 | 95.1% | 83.2% | 52.9% |
| White | 71 | 3.1% | 5.3% | 26.5% | 72 | 3.2% | 5.3% | 26.5% |
| American Indian | 1 | 0.0% | 0.1% | 0.3% | 1 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 1 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.0% | 0.1% | 0.2% | 1 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.2% | 0.7% | 2.7% | 5 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 1,087 | 48.0% | 48.5% | 48.9% | 1,090 | 48.0% | 48.5% | 48.9% |
| Male | 1,178 | 52.0% | 51.5% | 51.1% | 1,182 | 52.0% | 51.5% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 1,981 | 87.5% | 83.8% | 60.3% | 1,986 | 87.4% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 284 | 12.5% | 16.2% | 39.7% | 286 | 12.6% | 16.3% | 39.8% |
| Section 504 Students | 128 | 5.7% | 5.8% | 7.2% | 129 | 5.7% | 5.7% | 7.2% |
| EB Students/EL | 549 | 24.2% | 30.0% | 20.7% | 550 | 24.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 80 | 3.2% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 89 | 3.9% | 4.6% | 4.5% | 89 | 3.9% | 4.6% | 4.5% |
| Foster Care | 2 | 0.1% | 0.1% | 0.3% | 2 | 0.1% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 31 | 1.4% | 0.8% | 1.1% | 31 | 1.4% | 0.8% | 1.1% |
| Immigrant | 61 | 2.7% | 2.8% | 2.0% | 61 | 2.7% | 2.8% | 2.0% |
| Migrant | 6 | 0.3% | 0.2% | 0.3% | 6 | 0.3% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 3 | 0.1% | 0.4% | 2.7% | 3 | 0.1% | 0.4% | 2.7% |
| At-Risk | 1,523 | 67.2% | 58.7% | 49.2% | 1,529 | 67.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 504 | 22.3% | 28.1% | 21.0% | 505 | 22.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 144 | 6.4% | 5.6% | 8.3% | 144 | 6.3% | 5.6% | 8.3% |
| Special Education | 258 | 11.4% | 11.9% | 11.1% | 263 | 11.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 258 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 148 | 57.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 7 | 2.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 44 | 17.1% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 59 | 22.9% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 357 | 14.4% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 7 | 0.3% | 2.2% | 2.8% | | | | |
| Hispanic | 333 | 13.4% | 10.6% | 7.1% | | | | |
| White | 16 | 0.6% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 22 | 9.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 123 | 21.0% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 286 | 14.0% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 247 | 13.3% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | 5.2% | 2.4% | 4.7% | 1.5% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 16.4 | 14.9 | 15.7 |
| Foreign Languages | 23.3 | 19.5 | 17.8 |
| Mathematics | 16.8 | 16.4 | 16.9 |
| Science | 18.2 | 17.0 | 17.9 |
| Social Studies | 16.1 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 208.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 179.8 | 86.2% | 58.7% | 64.3% |
| Teachers | 148.4 | 71.1% | 45.1% | 49.6% |
| Professional Support | 23.3 | 11.2% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 8.1 | 3.9% | 2.3% | 3.0% |
| Educational Aides: | 28.8 | 13.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 2.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 7.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 118.4 | 56.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 26.3 | 17.7% | 9.9% | 11.1% |
| Hispanic | 46.7 | 31.5% | 38.0% | 28.4% |
| White | 71.0 | 47.8% | 48.0% | 56.9% |
| American Indian | 1.0 | 0.7% | 0.2% | 0.3% |
| Asian | 3.0 | 2.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.3 | 0.2% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 73.0 | 49.2% | 24.8% | 23.8% |
| Females | 75.4 | 50.8% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 1.0 | 0.7% | 0.8% | 1.2% |
| Bachelors | 105.2 | 70.9% | 75.9% | 73.0% |
| Masters | 39.2 | 26.4% | 22.3% | 25.0% |
| Doctorate | 3.0 | 2.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 8.5 | 5.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 37.5 | 25.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 44.4 | 29.9% | 24.4% | 20.3% |
| 11-20 Years Experience | 31.9 | 21.5% | 28.3% | 29.1% |
| 21-30 Years Experience | 19.0 | 12.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 7.0 | 4.7% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 15.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 8.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,504 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,504 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,453 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$64,381 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,745 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$76,909 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$62,335 | \$60,082 | \$57,641 |
| Professional Support | \$78,830 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$106,357 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 3.1 | 2.1% | 13.8% | 6.2% |
| Career and Technical Education | 15.9 | 10.7% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 90.0 | 60.6% | 63.3% | 71.0% |
| Special Education | 23.8 | 16.1% | 14.6% | 9.4% |
| Other | 15.6 | 10.5% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA HIGH SCHOOL (101917001) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SAM RAYBURN H S

Campus Number: 101917002

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 56% | 27% | 57% | 52% | - | - | - | * | 26% | * | 60% | 44% | 56% | 27% |
| | 2019 | 68% | 60% | 54% | 52% | 55% | 50% | * | * | * | * | 18% | 60% | 57% | 44% | 54% | 44% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 38% | 23% | 38% | 35% | - | - | - | * | 14% | * | 40% | 30% | 37% | 9% |
| | 2019 | 50% | 42% | 38% | 45% | 38% | 41% | * | * | * | * | 10% | 50% | 40% | 30% | 38% | 29% |
| At Masters Grade Level | 2021 | 12% | 8% | 7% | 4% | 7% | 6% | - | - | - | * | 2% | * | 7% | 4% | 6% | 1% |
| | 2019 | 11% | 6% | 4% | 3% | 4% | 2% | * | * | * | * | 2% | 10% | 5% | 3% | 4% | 1% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 63% | 43% | 64% | 59% | - | * | - | 80% | 25% | * | 65% | 53% | 61% | 34% |
| | 2019 | 68% | 61% | 57% | 41% | 58% | 56% | * | * | - | * | 21% | 33% | 61% | 40% | 57% | 41% |
| At Meets Grade Level or Above | 2021 | 57% | 53% | 46% | 29% | 46% | 52% | - | * | - | 60% | 20% | * | 50% | 30% | 44% | 11% |
| | 2019 | 49% | 41% | 38% | 36% | 38% | 33% | * | * | - | * | 11% | 33% | 41% | 24% | 37% | 20% |
| At Masters Grade Level | 2021 | 11% | 9% | 6% | 5% | 6% | 0% | - | * | - | 20% | 11% | * | 7% | 3% | 5% | 1% |
| | 2019 | 8% | 5% | 4% | 5% | 4% | 7% | * | * | - | * | 5% | 0% | 5% | 2% | 4% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 83% | 71% | 84% | 75% | - | - | - | * | 69% | * | 85% | 77% | 83% | 79% |
| | 2019 | 85% | 90% | 89% | 92% | 90% | 77% | - | * | - | * | 75% | 100% | 91% | 83% | 89% | 91% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 52% | 41% | 53% | 44% | - | - | - | * | 45% | * | 57% | 37% | 52% | 44% |
| | 2019 | 61% | 73% | 67% | 50% | 69% | 40% | - | * | - | * | 43% | 75% | 70% | 55% | 66% | 67% |
| At Masters Grade Level | 2021 | 23% | 29% | 22% | 18% | 23% | 6% | - | - | - | * | 15% | * | 25% | 11% | 22% | 11% |
| | 2019 | 37% | 46% | 37% | 25% | 39% | 23% | - | * | - | * | 12% | 25% | 40% | 28% | 37% | 39% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 75% | 76% | 75% | 81% | - | - | - | * | 54% | * | 77% | 68% | 75% | 58% |
| | 2019 | 88% | 87% | 85% | 85% | 85% | 79% | - | * | - | * | 59% | 90% | 87% | 75% | 84% | 79% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 43% | 35% | 44% | 35% | - | - | - | * | 25% | * | 45% | 35% | 43% | 19% |
| | 2019 | 62% | 60% | 56% | 60% | 56% | 56% | - | * | - | * | 25% | 60% | 60% | 42% | 56% | 44% |
| At Masters Grade Level | 2021 | 22% | 20% | 14% | 12% | 15% | 8% | - | - | - | * | 13% | * | 16% | 10% | 14% | 3% |
| | 2019 | 25% | 21% | 17% | 0% | 17% | 26% | - | * | - | * | 2% | 10% | 18% | 12% | 16% | 12% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 85% | 67% | 85% | 87% | - | * | - | * | 67% | 100% | 86% | 77% | 83% | 63% |
| | 2019 | 93% | 92% | 90% | 88% | 90% | 97% | - | * | - | * | 70% | 100% | 92% | 81% | 90% | 81% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 62% | 54% | 62% | 52% | - | * | - | * | 52% | 100% | 63% | 54% | 61% | 31% |
| | 2019 | 73% | 73% | 63% | 56% | 62% | 79% | - | * | - | * | 35% | 40% | 66% | 49% | 62% | 37% |
| At Masters Grade Level | 2021 | 43% | 35% | 32% | 21% | 33% | 35% | - | * | - | * | 19% | 60% | 34% | 22% | 31% | 9% |
| | 2019 | 45% | 42% | 34% | 31% | 33% | 59% | - | * | - | * | 10% | 20% | 35% | 28% | 32% | 14% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 97% | 96% | * | 96% | * | - | * | - | - | - | - | 97% | 83% | 97% | - |
| At Meets Grade Level or Above | 2021 | 69% | 67% | 69% | * | 70% | * | - | * | - | - | - | - | 73% | 17% | 71% | - |
| At Masters Grade Level | 2021 | 14% | 6% | 5% | * | 5% | * | - | * | - | - | - | - | 5% | 0% | 6% | - |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 72% | 55% | 73% | 69% | - | 100% | - | 81% | 47% | 95% | 75% | 63% | 71% | 50% |
| | 2019 | 78% | 76% | 72% | 69% | 72% | 68% | * | 100% | * | 67% | 43% | 77% | 74% | 61% | 71% | 63% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 48% | 37% | 49% | 44% | - | 80% | - | 50% | 30% | 75% | 51% | 36% | 47% | 21% |
| | 2019 | 50% | 45% | 50% | 49% | 50% | 47% | * | 90% | * | 58% | 22% | 54% | 53% | 38% | 49% | 38% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 11% | 16% | 10% | - | 40% | - | 13% | 11% | 25% | 17% | 9% | 15% | 4% |
| | 2019 | 24% | 18% | 16% | 12% | 16% | 19% | * | 10% | * | 33% | 5% | 13% | 18% | 12% | 16% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 59% | 34% | 60% | 55% | - | * | - | 86% | 26% | 100% | 62% | 48% | 58% | 30% |
| | 2019 | 75% | 72% | 56% | 47% | 56% | 53% | * | 100% | * | * | 19% | 50% | 59% | 42% | 55% | 43% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 42% | 26% | 42% | 43% | - | * | - | 71% | 16% | 63% | 45% | 30% | 40% | 10% |
| | 2019 | 48% | 42% | 38% | 42% | 38% | 37% | * | 80% | * | * | 10% | 44% | 40% | 27% | 37% | 25% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 4% | 6% | 3% | - | * | - | 14% | 6% | 0% | 7% | 4% | 6% | 1% |
| | 2019 | 21% | 15% | 4% | 4% | 4% | 4% | * | 0% | * | * | 3% | 6% | 5% | 3% | 4% | 1% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 85% | 72% | 86% | 76% | - | * | - | * | 69% | * | 87% | 77% | 85% | 79% |
| | 2019 | 82% | 82% | 89% | 92% | 90% | 77% | - | * | - | * | 75% | 100% | 91% | 83% | 89% | 91% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 54% | 44% | 55% | 47% | - | * | - | * | 45% | * | 60% | 36% | 54% | 44% |
| | 2019 | 52% | 47% | 67% | 50% | 69% | 40% | - | * | - | * | 43% | 75% | 70% | 55% | 66% | 67% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 11% | 20% | 17% | 20% | 6% | - | * | - | * | 15% | * | 22% | 11% | 19% | 11% |
| | 2019 | 26% | 21% | 37% | 25% | 39% | 23% | - | * | - | * | 12% | 25% | 40% | 28% | 37% | 39% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 75% | 76% | 75% | 81% | - | - | - | * | 54% | * | 77% | 68% | 75% | 58% |
| | 2019 | 81% | 80% | 85% | 85% | 85% | 79% | - | * | - | * | 59% | 90% | 87% | 75% | 84% | 79% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 43% | 35% | 44% | 35% | - | - | - | * | 25% | * | 45% | 35% | 43% | 19% |
| | 2019 | 54% | 50% | 56% | 60% | 56% | 56% | - | * | - | * | 25% | 60% | 60% | 42% | 56% | 44% |
| At Masters Grade Level | 2021 | 20% | 12% | 14% | 12% | 15% | 8% | - | - | - | * | 13% | * | 16% | 10% | 14% | 3% |
| | 2019 | 25% | 19% | 17% | 0% | 17% | 26% | - | * | - | * | 2% | 10% | 18% | 12% | 16% | 12% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 85% | 67% | 85% | 87% | - | * | - | * | 67% | 100% | 86% | 77% | 83% | 63% |
| | 2019 | 81% | 80% | 90% | 88% | 90% | 97% | - | * | - | * | 70% | 100% | 92% | 81% | 90% | 81% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 62% | 54% | 62% | 52% | - | * | - | * | 52% | 100% | 63% | 54% | 61% | 31% |
| | 2019 | 55% | 54% | 63% | 56% | 62% | 79% | - | * | - | * | 35% | 40% | 66% | 49% | 62% | 37% |
| At Masters Grade Level | 2021 | 29% | 21% | 32% | 21% | 33% | 35% | - | * | - | * | 19% | 60% | 34% | 22% | 31% | 9% |
| | 2019 | 33% | 30% | 34% | 31% | 33% | 59% | - | * | - | * | 10% | 20% | 35% | 28% | 32% | 14% |

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | 72 | 71 | 72 | 71 | * | * | - | - | 66 | * | 71 | 75 | 71 | 73 |
| | 2018 | 67 | 65 | 64 | 68 | 64 | 66 | * | - | - | * | 51 | 80 | 64 | 64 | 64 | 55 |
| End of Course Algebra I | 2019 | 75 | 88 | 84 | 82 | 85 | 67 | - | * | - | * | 69 | 93 | 85 | 82 | 83 | 83 |
| | 2018 | 72 | 68 | 62 | 50 | 62 | 67 | * | * | * | - | 46 | 57 | 64 | 52 | 62 | 63 |
| All Grades Both Subjects | 2019 | 69 | 69 | 77 | 77 | 78 | 69 | * | * | - | * | 68 | 80 | 77 | 78 | 77 | 78 |
| | 2018 | 69 | 68 | 63 | 60 | 63 | 66 | * | * | * | * | 49 | 67 | 64 | 58 | 63 | 60 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 72 | 71 | 72 | 71 | * | * | - | - | 66 | * | 71 | 75 | 71 | 73 |
| | 2018 | 69 | 68 | 64 | 68 | 64 | 66 | * | - | - | * | 51 | 80 | 64 | 64 | 64 | 55 |
| All Grades Mathematics | 2019 | 70 | 70 | 84 | 82 | 85 | 67 | - | * | - | * | 69 | 93 | 85 | 82 | 83 | 83 |
| | 2018 | 70 | 69 | 62 | 50 | 62 | 67 | * | * | * | - | 46 | 57 | 64 | 52 | 62 | 63 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 72% | - | - | - | - | - | - | 47% | - | 47% | - | 57% | 79% | 49% | 95% |
| | 2019 | 78% | 76% | 72% | * | - | * | - | - | - | 46% | 25% | 47% | - | 44% | | 46% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 48% | - | - | - | - | - | - | 19% | - | 19% | - | 24% | 57% | 20% | 77% |
| | 2019 | 50% | 45% | 50% | * | - | * | - | - | - | 19% | 3% | 19% | - | 22% | | 19% | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | - | - | - | - | - | - | 4% | - | 4% | - | 5% | 19% | 4% | 10% |
| | 2019 | 24% | 18% | 16% | * | - | * | - | - | - | 5% | 0% | 5% | - | 4% | | 5% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 59% | - | - | - | - | - | - | 29% | - | 29% | - | 31% | 71% | 30% | 83% |
| | 2019 | 75% | 72% | 56% | * | - | * | - | - | - | 21% | 11% | 21% | - | 16% | | 21% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 42% | - | - | - | - | - | - | 9% | - | 9% | - | 11% | 53% | 9% | 83% |
| | 2019 | 48% | 42% | 38% | * | - | * | - | - | - | 7% | 6% | 7% | - | 6% | | 7% | |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 8% | 0% | 33% |
| | 2019 | 21% | 15% | 4% | * | - | * | - | - | - | 0% | 0% | 0% | - | 0% | | 0% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 85% | - | - | - | - | - | - | 78% | - | 78% | - | 80% | 86% | 79% | 96% |
| | 2019 | 82% | 82% | 89% | * | - | * | - | - | - | 85% | * | 85% | - | 88% | | 85% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 54% | - | - | - | - | - | - | 45% | - | 45% | - | 41% | 56% | 44% | 76% |
| | 2019 | 52% | 47% | 67% | * | - | * | - | - | - | 50% | * | 50% | - | 88% | | 52% | |
| At Masters Grade Level | 2021 | 18% | 11% | 20% | - | - | - | - | - | - | 12% | - | 12% | - | 10% | 24% | 11% | 6% |
| | 2019 | 26% | 21% | 37% | * | - | * | - | - | - | 20% | * | 20% | - | 25% | | 21% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 75% | - | - | - | - | - | - | 55% | - | 55% | - | 65% | 82% | 57% | * |
| | 2019 | 81% | 80% | 85% | * | - | * | - | - | - | 62% | 40% | 63% | - | 83% | | 64% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 43% | - | - | - | - | - | - | 18% | - | 18% | - | 19% | 53% | 18% | * |
| | 2019 | 54% | 50% | 56% | * | - | * | - | - | - | 20% | 0% | 21% | - | 25% | | 21% | |
| At Masters Grade Level | 2021 | 20% | 12% | 14% | - | - | - | - | - | - | 2% | - | 2% | - | 4% | 19% | 3% | * |
| | 2019 | 25% | 19% | 17% | * | - | * | - | - | - | 4% | 0% | 4% | - | 0% | | 4% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 85% | - | - | - | - | - | - | 62% | - | 62% | - | * | 89% | 62% | * |
| | 2019 | 81% | 80% | 90% | - | - | - | - | - | - | 71% | 43% | 74% | - | * | | 71% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 62% | - | - | - | - | - | - | 28% | - | 28% | - | * | 68% | 30% | * |
| | 2019 | 55% | 54% | 63% | - | - | - | - | - | - | 20% | 0% | 21% | - | * | | 19% | |
| At Masters Grade Level | 2021 | 29% | 21% | 32% | - | - | - | - | - | - | 7% | - | 7% | - | * | 37% | 8% | * |
| | 2019 | 33% | 30% | 34% | - | - | - | - | - | - | 3% | 0% | 4% | - | * | | 3% | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 88% | 81% | 88% | 88% | 60% | 83% | - | 84% | 87% | 88% | 90% | 82% | 88% | 88% |
| Included in Accountability | 83% | 88% | 79% | 73% | 80% | 78% | 0% | 83% | - | 84% | 76% | 83% | 84% | 66% | 80% | 70% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 8% | 4% | 9% | 60% | 0% | - | 0% | 4% | 0% | 3% | 8% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 5% | 2% | 0% | 0% | - | 0% | 7% | 4% | 3% | 7% | 4% | 14% |
| Not Tested | 12% | 6% | 12% | 19% | 12% | 12% | 40% | 17% | - | 16% | 13% | 13% | 10% | 18% | 12% | 12% |
| Absent | 2% | 2% | 8% | 10% | 8% | 8% | 40% | 17% | - | 0% | 10% | 13% | 6% | 13% | 8% | 8% |
| Other | 10% | 4% | 4% | 8% | 4% | 4% | 0% | 0% | - | 16% | 4% | 0% | 4% | 5% | 4% | 4% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 95% | 95% | 95% | 96% | 80% | 100% | * | 100% | 94% | 96% | 96% | 93% | 95% | 97% |
| Included in Accountability | 94% | 94% | 87% | 79% | 88% | 89% | 80% | 53% | * | 75% | 85% | 75% | 93% | 71% | 89% | 86% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 16% | 4% | 7% | 0% | 32% | * | 25% | 5% | 21% | 2% | 14% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 3% | 0% | 4% | 0% | 0% | 16% | * | 0% | 4% | 0% | 2% | 9% | 3% | 8% |
| Not Tested | 1% | 1% | 5% | 5% | 5% | 4% | 20% | 0% | * | 0% | 6% | 4% | 4% | 7% | 5% | 3% |
| Absent | 1% | 1% | 4% | 4% | 4% | 3% | 20% | 0% | * | 0% | 6% | 4% | 3% | 6% | 4% | 2% |
| Other | 0% | 0% | 1% | 1% | 1% | 1% | 0% | 0% | * | 0% | 0% | 0% | 1% | 0% | 1% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 96.3% | 93.7% | 96.5% | 94.3% | * 98.6% | - | - | 93.6% | 97.3% | 96.4% | 96.1% |
| 2018-19 | 95.4% | 94.4% | 90.7% | 88.1% | 90.9% | 88.6% | 80.0% | 88.4% | - | 88.6% | 89.1% | 90.5% | 89.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 20.6% | 35.0% | 19.8% | 23.0% | 40.0% | 20.0% | - | 26.7% | 17.4% | 20.2% | 20.9% |
| 2018-19 | 11.4% | 15.3% | 30.0% | 38.5% | 28.8% | 42.7% | 57.1% | 30.0% | - | 46.2% | 33.1% | 29.6% | 34.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | * | - | * | - | - | - | - | - | - | * | * |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 1.1% | 2.0% | 1.0% | 2.0% | * 0.0% | - | - | 0.0% | 0.8% | 1.2% | 1.1% |
| 2018-19 | 1.9% | 1.7% | 1.3% | 1.0% | 1.2% | 3.8% | 0.0% | 0.0% | - | 0.0% | 1.2% | 1.3% | 2.4% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | 91.4% | 84.6% | 91.8% | 90.0% | * | * | - | * | 90.4% | 89.7% | 93.5% |
| Received TxCHSE | 0.4% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Continued HS | 3.9% | 3.4% | 5.5% | 15.4% | 5.0% | 6.7% | * | * | - | * | 7.2% | 6.6% | 3.2% |
| Dropped Out | 5.4% | 6.0% | 3.1% | 0.0% | 3.2% | 3.3% | * | * | - | * | 2.4% | 3.6% | 3.2% |
| Graduates and TxCHSE | 90.7% | 90.6% | 91.4% | 84.6% | 91.8% | 90.0% | * | * | - | * | 90.4% | 89.7% | 93.5% |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | 96.9% | 100.0% | 96.8% | 96.7% | * | * | - | * | 97.6% | 96.4% | 96.8% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | 89.8% | 93.3% | 90.4% | 77.8% | * | - | - | * | 87.1% | 89.7% | 83.6% |
| Received TxCHSE | 0.5% | 0.3% | 0.2% | 0.0% | 0.2% | 0.0% | * | - | - | * | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.7% | 2.9% | 4.4% | 0.0% | 4.3% | 8.3% | * | - | - | * | 4.7% | 4.5% | 6.0% |
| Dropped Out | 5.9% | 6.4% | 5.7% | 6.7% | 5.2% | 13.9% | * | - | - | * | 8.2% | 5.5% | 10.4% |
| Graduates and TxCHSE | 90.4% | 90.7% | 89.9% | 93.3% | 90.5% | 77.8% | * | - | - | * | 87.1% | 89.9% | 83.6% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | 94.3% | 93.3% | 94.8% | 86.1% | * | - | - | * | 91.8% | 94.5% | 89.6% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | 93.1% | 88.2% | 93.8% | 83.8% | * | - | - | * | 91.9% | 93.2% | 89.9% |
| Received TxCHSE | 0.5% | 0.3% | 0.3% | 0.0% | 0.2% | 2.7% | * | - | - | * | 0.0% | 0.2% | 0.0% |
| Continued HS | 1.3% | 0.5% | 0.6% | 0.0% | 0.7% | 0.0% | * | - | - | * | 0.0% | 0.8% | 1.4% |
| Dropped Out | 6.1% | 6.6% | 5.9% | 11.8% | 5.3% | 13.5% | * | - | - | * | 8.1% | 5.8% | 8.7% |
| Graduates and TxCHSE | 92.6% | 92.9% | 93.5% | 88.2% | 94.0% | 86.5% | * | - | - | * | 91.9% | 93.4% | 89.9% |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | 94.1% | 88.2% | 94.7% | 86.5% | * | - | - | * | 91.9% | 94.2% | 91.3% |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | 95.1% | 90.5% | 95.3% | 93.3% | - | * | - | * | 92.7% | 95.0% | 88.9% |
| Received TxCHSE | 0.6% | 0.5% | 0.3% | 0.0% | 0.3% | 0.0% | - | * | - | * | 0.0% | 0.4% | 0.0% |
| Continued HS | 1.1% | 0.3% | 0.3% | 0.0% | 0.3% | 0.0% | - | * | - | * | 0.0% | 0.4% | 0.0% |
| Dropped Out | 6.1% | 6.7% | 4.3% | 9.5% | 4.0% | 6.7% | - | * | - | * | 7.3% | 4.3% | 11.1% |
| Graduates and TxCHSE | 92.8% | 93.0% | 95.4% | 90.5% | 95.6% | 93.3% | - | * | - | * | 92.7% | 95.3% | 88.9% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | 95.7% | 90.5% | 96.0% | 93.3% | - | * | - | * | 92.7% | 95.7% | 88.9% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | 95.4% | 90.5% | 95.7% | 93.3% | - | * | - | * | 93.0% | 95.3% | 88.9% |
| Received TxCHSE | 0.7% | 0.6% | 0.3% | 0.0% | 0.3% | 0.0% | - | * | - | * | 0.0% | 0.4% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.1% | 0.0% | 0.2% | 0.0% | - | * | - | * | 0.0% | 0.2% | 0.0% |
| Dropped Out | 6.1% | 6.5% | 4.1% | 9.5% | 3.9% | 6.7% | - | * | - | * | 7.0% | 4.1% | 11.1% |
| Graduates and TxCHSE | 93.3% | 93.4% | 95.7% | 90.5% | 96.0% | 93.3% | - | * | - | * | 93.0% | 95.7% | 88.9% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | 95.9% | 90.5% | 96.1% | 93.3% | - | * | - | * | 93.0% | 95.9% | 88.9% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | 94.5% | 84.6% | 95.0% | 90.3% | * | - | * | * | 90.5% | 94.4% | 86.5% |
| Received TxCHSE | 0.7% | 0.7% | 0.5% | 0.0% | 0.4% | 3.2% | * | - | * | * | 0.0% | 0.4% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.2% | 0.0% | 0.2% | 0.0% | * | - | * | * | 0.0% | 0.2% | 0.0% |
| Dropped Out | 6.3% | 6.8% | 4.8% | 15.4% | 4.5% | 6.5% | * | - | * | * | 9.5% | 5.0% | 13.5% |
| Graduates and TxCHSE | 93.2% | 93.2% | 95.0% | 84.6% | 95.3% | 93.5% | * | - | * | * | 90.5% | 94.8% | 86.5% |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | 95.2% | 84.6% | 95.5% | 93.5% | * | - | * | * | 90.5% | 95.0% | 86.5% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | 90.2% | 78.6% | 90.8% | 87.1% | * | * | - | * | 83.3% | 88.3% | 92.3% |
| Class of 2019 | 90.0% | 89.2% | 87.4% | 93.3% | 88.1% | 73.7% | * | - | - | * | 75.5% | 87.7% | 82.4% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | 4.5% | 9.1% | 4.3% | 7.4% | - | * | - | * | 18.7% | 3.8% | 19.0% |
| Class of 2019 | 4.2% | 0.9% | 0.9% | 0.0% | 0.8% | 3.6% | * | - | - | * | 4.3% | 1.1% | 0.0% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | 80.5% | 72.7% | 81.7% | 70.4% | - | * | - | * | 48.0% | 80.4% | 62.1% |
| Class of 2019 | 83.5% | 79.4% | 80.2% | 42.9% | 81.4% | 78.6% | * | - | - | * | 32.9% | 78.5% | 75.9% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | 85.0% | 81.8% | 85.9% | 77.8% | - | * | - | * | 66.7% | 84.2% | 81.0% |
| Class of 2019 | 87.6% | 80.3% | 81.1% | 42.9% | 82.1% | 82.1% | * | - | - | * | 37.1% | 79.6% | 75.9% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | 0.0% | - | 0.0% | - | - | - | - | - | * | * | - |
| 2018-19 | 32.7% | 2.7% | 0.0% | - | 0.0% | * | - | - | - | - | 0.0% | * | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 4.4% | 7.7% | 4.2% | 6.5% | - | * | - | * | 17.3% | 3.6% | 18.6% |
| 2018-19 | 4.4% | 1.0% | 1.2% | 0.0% | 0.9% | 5.9% | * | - | - | * | 4.2% | 1.1% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 76.6% | 69.2% | 78.2% | 61.3% | - | * | - | * | 44.4% | 77.8% | 59.3% |
| 2018-19 | 82.1% | 76.7% | 76.0% | 38.5% | 77.4% | 67.6% | * | - | - | * | 32.4% | 73.7% | 73.5% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 79.9% | 76.9% | 81.2% | 67.7% | - | * | - | * | 59.5% | 80.9% | 78.0% |
| 2018-19 | 85.9% | 76.8% | 75.6% | 38.5% | 76.8% | 71.4% | * | - | - | * | 34.2% | 74.3% | 73.5% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 576 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 13 | 2.3% | 255 | 44,729 |
| Hispanic | 526 | 91.3% | 3,119 | 184,060 |
| White | 31 | 5.4% | 189 | 105,215 |
| American Indian | 0 | 0.0% | 7 | 1,226 |
| Asian | 3 | 0.5% | 140 | 17,126 |
| Pacific Islander | 0 | 0.0% | 2 | 557 |
| Two or More Races | 3 | 0.5% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 8 | 1.4% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 108 | 18.8% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 25 | 4.3% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 435 | 75.5% | 2,765 | 292,532 |
| Special Education Graduates | 84 | 14.6% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 444 | 77.1% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 59 | 10.2% | 407 | 29,639 |
| At-Risk Graduates | 327 | 56.8% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 46.4% | 46.2% | 45.6% | 58.1% | - | * | - | * | 90.5% | 44.1% | 55.9% |
| 2018-19 | 72.9% | 65.1% | 63.9% | 46.2% | 63.9% | 68.6% | * | - | - | * | 78.1% | 61.9% | 51.0% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 31.3% | 7.7% | 31.7% | 32.3% | - | * | - | * | 1.2% | 30.0% | 25.4% |
| 2018-19 | 53.0% | 45.6% | 43.8% | 15.4% | 44.9% | 34.3% | * | - | - | * | 7.5% | 42.3% | 23.5% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 54.7% | 46.2% | 54.6% | 58.1% | - | * | - | * | 10.7% | 55.6% | 27.1% |
| 2018-19 | 60.7% | 55.9% | 59.6% | 38.5% | 60.2% | 57.1% | * | - | - | * | 12.5% | 58.3% | 17.6% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 30.9% | 7.7% | 31.2% | 35.5% | - | * | - | * | 1.2% | 30.2% | 15.3% |
| 2018-19 | 48.6% | 45.1% | 42.0% | 15.4% | 42.7% | 37.1% | * | - | - | * | 7.5% | 40.2% | 7.8% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 26.0% | 7.7% | 26.0% | 32.3% | - | * | - | * | 0.0% | 25.2% | 8.5% |
| 2018-19 | 44.2% | 38.7% | 39.7% | 15.4% | 40.4% | 34.3% | * | - | - | * | 5.0% | 38.3% | 5.9% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 12.2% | 0.0% | 12.7% | 9.7% | - | * | - | * | 1.2% | 11.5% | 22.0% |
| 2018-19 | 21.1% | 19.6% | 16.8% | 0.0% | 17.3% | 14.3% | * | - | - | * | 1.3% | 17.3% | 19.6% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 5.2% | 0.0% | 5.5% | 3.2% | - | * | - | * | 0.0% | 5.2% | 0.0% |
| 2018-19 | 23.1% | 11.4% | 4.6% | 0.0% | 4.9% | 2.9% | * | - | - | * | 2.5% | 3.8% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 18.2% | 38.5% | 17.1% | 29.0% | - | * | - | * | 90.5% | 17.3% | 30.5% |
| 2018-19 | 40.4% | 33.5% | 34.7% | 34.6% | 34.4% | 41.4% | * | - | - | * | 76.9% | 33.2% | 31.4% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 4.0% | 0.0% | 4.2% | 3.2% | - | * | - | * | 1.2% | 4.1% | 0.0% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 2.6% | 0.0% | 2.9% | 0.0% | * | - | - | * | 1.3% | 2.1% | 2.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 8.3% | 15.4% | 7.0% | 25.8% | - | * | - | * | 48.8% | 6.8% | 16.9% |
| 2018-19 | 2.3% | 5.0% | 7.1% | 23.1% | 5.9% | 20.0% | * | - | - | * | 45.0% | 5.9% | 9.8% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 8.7% | 23.1% | 8.6% | 6.5% | - | * | - | * | 59.5% | 8.8% | 22.0% |
| 2018-19 | 2.7% | 3.1% | 4.3% | 0.0% | 4.1% | 8.6% | * | - | - | * | 32.5% | 3.6% | 3.9% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 15.8% | 15.4% | 15.8% | 16.1% | - | * | - | * | 7.1% | 15.1% | 1.7% |
| | 2018-19 | 33.4% | 24.3% | 37.4% | 15.4% | 37.1% | 45.7% | * | - | - | * | 6.3% | 35.8% | 2.0% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 10.1% | 0.0% | 10.1% | 12.9% | - | * | - | * | 1.2% | 9.9% | 1.7% |
| | 2018-19 | 24.7% | 24.1% | 37.2% | 15.4% | 37.8% | 31.4% | * | - | - | * | 7.5% | 36.0% | 5.9% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 4.3% | 0.0% | 4.4% | 3.2% | - | * | - | * | 0.0% | 4.1% | 0.0% |
| | 2018-19 | 18.8% | 14.0% | 27.3% | 0.0% | 27.6% | 28.6% | * | - | - | * | 3.8% | 26.3% | 2.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 13.9% | 0.0% | 14.8% | 6.5% | - | * | - | * | 0.0% | 12.8% | 18.6% |
| | 2018-19 | 5.1% | 8.0% | 18.5% | 15.4% | 18.6% | 20.0% | * | - | - | * | 5.0% | 18.7% | 11.8% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 7.3% | 0.0% | 7.8% | 3.2% | - | * | - | * | 0.0% | 6.3% | 11.9% |
| | 2018-19 | 7.3% | 5.7% | 2.0% | 0.0% | 2.0% | 2.9% | * | - | - | * | 0.0% | 1.5% | 0.0% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 2.8% | 0.0% | 2.9% | 3.2% | - | * | - | * | 0.0% | 2.0% | 3.4% |
| | 2018-19 | 2.6% | 2.3% | 0.8% | 0.0% | 0.9% | 0.0% | * | - | - | * | 0.0% | 1.1% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 17.9% | 9.1% | 18.5% | 13.3% | * | 0.0% | - | 16.7% | 1.6% | 17.0% | 6.7% |
| | 2019 | 25.2% | 24.4% | 19.7% | 3.2% | 20.1% | 18.8% | * | * | - | 66.7% | 1.4% | 18.8% | 13.2% |
| English Language Arts | 2020 | 12.7% | 9.9% | 7.6% | 0.0% | 7.9% | 8.3% | * | 0.0% | - | 0.0% | 0.5% | 7.3% | 0.0% |
| | 2019 | 14.5% | 13.8% | 8.6% | 3.2% | 8.6% | 11.6% | * | * | - | 16.7% | 0.5% | 7.6% | 0.7% |
| Mathematics | 2020 | 6.4% | 5.9% | 4.8% | 0.0% | 5.1% | 3.3% | * | 0.0% | - | 0.0% | 0.0% | 4.4% | 0.6% |
| | 2019 | 7.4% | 6.9% | 5.9% | 0.0% | 6.3% | 2.9% | * | * | - | 0.0% | 0.0% | 5.9% | 0.7% |
| Science | 2020 | 9.4% | 8.3% | 7.0% | 0.0% | 7.4% | 3.3% | * | 0.0% | - | 16.7% | 0.5% | 7.0% | 0.6% |
| | 2019 | 10.4% | 12.8% | 8.4% | 3.2% | 8.4% | 8.7% | * | * | - | 33.3% | 0.0% | 8.4% | 0.7% |
| Social Studies | 2020 | 12.4% | 8.4% | 9.6% | 9.1% | 9.8% | 8.3% | * | 0.0% | - | 0.0% | 1.1% | 9.6% | 2.4% |
| | 2019 | 13.9% | 11.5% | 10.9% | 3.2% | 10.8% | 13.0% | * | * | - | 50.0% | 0.9% | 9.9% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | 22.3% | * | 22.6% | 25.0% | - | - | - | * | * | 21.5% | 54.5% |
| | 2019 | 51.0% | 40.4% | 44.0% | * | 45.7% | 23.1% | - | - | - | * | * | 46.1% | 68.4% |
| English Language Arts | 2020 | 50.1% | 38.0% | 18.9% | - | 18.9% | 20.0% | - | - | - | - | * | 17.6% | - |
| | 2019 | 41.2% | 21.5% | 22.9% | * | 22.2% | 25.0% | - | - | - | * | * | 23.1% | * |
| Mathematics | 2020 | 56.5% | 47.6% | 21.7% | - | 22.4% | * | - | - | - | - | - | 22.7% | * |
| | 2019 | 52.2% | 50.1% | 53.3% | - | 53.4% | * | - | - | - | - | - | 55.7% | * |
| Science | 2020 | 47.6% | 32.2% | 5.7% | - | 5.9% | * | - | - | - | * | * | 7.0% | * |
| | 2019 | 40.6% | 20.9% | 6.6% | * | 6.2% | 16.7% | - | - | - | * | - | 7.0% | * |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Social Studies | 2020 | 52.3% | 32.7% | 13.3% | * | 13.4% | 20.0% | - | - | - | - | * | 15.5% | * |
| | 2019 | 46.3% | 28.3% | 28.3% | * | 28.8% | 33.3% | - | - | - | * | * | 29.4% | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 91.3% | 100.0% | 91.3% | 83.9% | - | * | - | * | 74.2% | 92.0% | 96.8% |
| | 2018-19 | 75.0% | 90.8% | 99.3% | 84.6% | 100.0% | 85.7% | * | - | - | * | 72.1% | 99.4% | 100.0% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 15.8% | 6.7% | 15.2% | 26.9% | - | * | - | * | 0.0% | 15.5% | 1.7% |
| | 2018-19 | 36.1% | 23.6% | 21.7% | 0.0% | 21.7% | 30.0% | * | - | - | * | 1.6% | 19.7% | 1.7% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 916 | 879 | 913 | 975 | - | * | - | * | 781 | 917 | 792 |
| | 2018-19 | 1027 | 934 | 928 | 805 | 927 | 972 | * | - | - | * | 746 | 917 | 773 |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 458 | 462 | 456 | 492 | - | * | - | * | 389 | 459 | 391 |
| | 2018-19 | 517 | 465 | 463 | 395 | 463 | 475 | * | - | - | * | 370 | 459 | 379 |
| Mathematics | 2019-20 | 506 | 470 | 457 | 417 | 457 | 483 | - | * | - | * | 392 | 457 | 401 |
| | 2018-19 | 510 | 468 | 465 | 409 | 464 | 497 | * | - | - | * | 376 | 459 | 394 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 19.9 | * | 20.0 | * | - | - | - | - | * | 19.9 | * |
| | 2018-19 | 20.6 | 19.7 | 19.4 | * | 19.3 | * | - | - | - | * | * | 19.3 | * |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 19.6 | * | 19.6 | * | - | - | - | - | * | 19.7 | * |
| | 2018-19 | 20.3 | 19.1 | 18.9 | * | 18.8 | * | - | - | - | * | * | 18.9 | * |
| Mathematics | 2019-20 | 20.1 | 21.0 | 19.6 | * | 19.7 | * | - | - | - | - | * | 19.3 | * |
| | 2018-19 | 20.4 | 19.9 | 19.3 | * | 19.2 | * | - | - | - | * | * | 19.2 | * |
| Science | 2019-20 | 20.5 | 21.3 | 20.5 | * | 20.6 | * | - | - | - | - | * | 20.4 | * |
| | 2018-19 | 20.8 | 20.2 | 19.9 | * | 19.8 | * | - | - | - | * | * | 19.9 | * |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 42.5% | 24.7% | 43.1% | 40.0% | 0.0% | 55.6% | - | 46.2% | 8.8% | 42.6% | 18.2% |
| | 2018-19 | 44.6% | 39.1% | 37.3% | 16.2% | 38.0% | 36.8% | 20.0% | 50.0% | - | 44.4% | 11.2% | 37.1% | 19.9% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 18.0% | 6.8% | 18.4% | 16.1% | 0.0% | 33.3% | - | 23.1% | 3.4% | 18.2% | 7.1% |
| | 2018-19 | 17.8% | 17.3% | 14.1% | 5.5% | 14.3% | 14.2% | 0.0% | 25.0% | - | 11.1% | 3.9% | 14.0% | 8.0% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 16.8% | 8.2% | 17.4% | 11.0% | * | 22.2% | - | 15.4% | 0.6% | 16.2% | 2.8% |
| | 2018-19 | 20.4% | 17.0% | 15.6% | 4.3% | 16.1% | 14.4% | 0.0% | 0.0% | - | 22.2% | 2.6% | 15.1% | 3.3% |
| Science | 2019-20 | 22.4% | 12.4% | 10.6% | 8.3% | 10.8% | 8.4% | 0.0% | 12.5% | - | 16.7% | 1.5% | 10.3% | 0.9% |
| | 2018-19 | 21.7% | 12.7% | 10.4% | 4.3% | 10.6% | 9.8% | * | 0.0% | - | 22.2% | 2.3% | 10.2% | 1.1% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 22.5% | 12.9% | 23.0% | 20.0% | * | 33.3% | - | 7.7% | 1.2% | 22.8% | 3.6% |
| | 2018-19 | 23.6% | 17.2% | 15.5% | 8.3% | 15.6% | 13.7% | 0.0% | 50.0% | - | 33.3% | 1.1% | 14.8% | 0.3% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 57.8% | 30.8% | 59.9% | 41.9% | - | * | - | * | 53.6% | 62.2% | 47.5% |
| | 2018-19 | 59.0% | 50.6% | 51.1% | 30.8% | 52.8% | 34.3% | * | - | - | * | 42.5% | 52.0% | 62.7% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 44.8% | 23.1% | 46.5% | 22.9% | * | - | - | * | 18.6% | 44.3% | 20.4% |
| | 2017-18 | 53.4% | 52.3% | 43.7% | 38.1% | 44.7% | 25.0% | - | * | - | * | 25.9% | 44.1% | 29.3% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | 67.9% | * | 73.1% | * | - | - | - | - | * | 72.2% | * |
| | 2017-18 | 60.7% | 54.4% | 49.1% | 37.5% | 48.5% | 85.7% | - | * | - | * | 6.7% | 47.2% | 9.1% |

Texas Education Agency
2020-21 Student Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 2,724 | 100.0% | 50,547 | 5,359,040 | 2,735 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 677 | 24.9% | 7.9% | 8.1% | 679 | 24.8% | 7.9% | 8.1% |
| Grade 10 | 711 | 26.1% | 8.1% | 7.8% | 712 | 26.0% | 8.1% | 7.8% |
| Grade 11 | 680 | 25.0% | 7.7% | 7.2% | 680 | 24.9% | 7.7% | 7.2% |
| Grade 12 | 656 | 24.1% | 7.6% | 6.8% | 664 | 24.3% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 85 | 3.1% | 7.7% | 12.7% | 87 | 3.2% | 7.7% | 12.7% |
| Hispanic | 2,493 | 91.5% | 83.2% | 52.9% | 2,502 | 91.5% | 83.2% | 52.9% |
| White | 123 | 4.5% | 5.3% | 26.5% | 123 | 4.5% | 5.3% | 26.5% |
| American Indian | 5 | 0.2% | 0.1% | 0.3% | 5 | 0.2% | 0.1% | 0.3% |
| Asian | 7 | 0.3% | 3.0% | 4.7% | 7 | 0.3% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 11 | 0.4% | 0.7% | 2.7% | 11 | 0.4% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 1,334 | 49.0% | 48.5% | 48.9% | 1,335 | 48.8% | 48.5% | 48.9% |
| Male | 1,390 | 51.0% | 51.5% | 51.1% | 1,400 | 51.2% | 51.5% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 2,392 | 87.8% | 83.8% | 60.3% | 2,402 | 87.8% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 332 | 12.2% | 16.2% | 39.7% | 333 | 12.2% | 16.3% | 39.8% |
| Section 504 Students | 178 | 6.5% | 5.8% | 7.2% | 178 | 6.5% | 5.7% | 7.2% |
| EB Students/EL | 556 | 20.4% | 30.0% | 20.7% | 556 | 20.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 68 | 2.3% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 131 | 4.8% | 4.6% | 4.5% | 131 | 4.8% | 4.6% | 4.5% |
| Foster Care | 2 | 0.1% | 0.1% | 0.3% | 2 | 0.1% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 35 | 1.3% | 0.8% | 1.1% | 35 | 1.3% | 0.8% | 1.1% |
| Immigrant | 84 | 3.1% | 2.8% | 2.0% | 84 | 3.1% | 2.8% | 2.0% |
| Migrant | 9 | 0.3% | 0.2% | 0.3% | 9 | 0.3% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.1% | 0.4% | 2.7% | 4 | 0.1% | 0.4% | 2.7% |
| At-Risk | 1,808 | 66.4% | 58.7% | 49.2% | 1,812 | 66.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 512 | 18.8% | 28.1% | 21.0% | 512 | 18.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 119 | 4.4% | 5.6% | 8.3% | 119 | 4.4% | 5.6% | 8.3% |
| Special Education | 338 | 12.4% | 11.9% | 11.1% | 349 | 12.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 338 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 203 | 60.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 10 | 3.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 61 | 18.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 64 | 18.9% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 394 | 13.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 37 | 1.3% | 2.2% | 2.8% | | | | |
| Hispanic | 315 | 11.0% | 10.6% | 7.1% | | | | |
| White | 35 | 1.2% | 1.0% | 3.1% | | | | |
| American Indian | 2 | 0.1% | 0.0% | 0.1% | | | | |
| Asian | 2 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 3 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 32 | 8.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 93 | 17.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 338 | 13.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 264 | 12.0% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 2.7% | 2.4% | 4.7% | 1.1% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 14.5 | 14.9 | 15.7 |
| Foreign Languages | 19.9 | 19.5 | 17.8 |
| Mathematics | 14.6 | 16.4 | 16.9 |
| Science | 15.6 | 17.0 | 17.9 |
| Social Studies | 11.9 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 253.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 217.3 | 85.6% | 58.7% | 64.3% |
| Teachers | 184.8 | 72.8% | 45.1% | 49.6% |
| Professional Support | 24.4 | 9.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 8.1 | 3.2% | 2.3% | 3.0% |
| Educational Aides: | 36.6 | 14.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 2.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 8.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 108.5 | 42.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 18.5 | 10.0% | 9.9% | 11.1% |
| Hispanic | 53.9 | 29.2% | 38.0% | 28.4% |
| White | 107.1 | 57.9% | 48.0% | 56.9% |
| American Indian | 1.0 | 0.5% | 0.2% | 0.3% |
| Asian | 3.0 | 1.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.3 | 0.7% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 79.0 | 42.7% | 24.8% | 23.8% |
| Females | 105.9 | 57.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 6.0 | 3.2% | 0.8% | 1.2% |
| Bachelors | 126.8 | 68.6% | 75.9% | 73.0% |
| Masters | 48.0 | 26.0% | 22.3% | 25.0% |
| Doctorate | 4.0 | 2.2% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 19.0 | 10.3% | 5.3% | 6.7% |
| 1-5 Years Experience | 65.8 | 35.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 27.6 | 14.9% | 24.4% | 20.3% |
| 11-20 Years Experience | 51.5 | 27.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 17.2 | 9.3% | 9.8% | 13.0% |
| Over 30 Years Experience | 3.8 | 2.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.5 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 4.5 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.9 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.6 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$54,415 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,551 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,085 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$65,058 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,513 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$74,870 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,246 | \$60,082 | \$57,641 |
| Professional Support | \$76,943 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,745 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 3.4 | 1.8% | 13.8% | 6.2% |
| Career and Technical Education | 19.6 | 10.6% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 105.3 | 57.0% | 63.3% | 71.0% |
| Special Education | 37.0 | 20.0% | 14.6% | 9.4% |
| Other | 19.6 | 10.6% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SAM RAYBURN H S (101917002) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH HOUSTON HIGH SCHOOL

Campus Number: 101917003

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 52% | 48% | 53% | 50% | * | * | - | * | 18% | 80% | 57% | 40% | 52% | 28% |
| | 2019 | 68% | 60% | 52% | 36% | 54% | 50% | * | 60% | - | * | 20% | 41% | 56% | 40% | 51% | 49% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 34% | 26% | 35% | 33% | * | * | - | * | 14% | 40% | 38% | 23% | 34% | 10% |
| | 2019 | 50% | 42% | 34% | 21% | 35% | 33% | * | 60% | - | * | 8% | 29% | 37% | 24% | 34% | 32% |
| At Masters Grade Level | 2021 | 12% | 8% | 4% | 0% | 5% | 0% | * | * | - | * | 0% | 0% | 5% | 2% | 4% | 0% |
| | 2019 | 11% | 6% | 5% | 3% | 5% | 6% | * | 20% | - | * | 2% | 0% | 6% | 2% | 4% | 3% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 60% | 55% | 61% | * | - | * | - | * | 23% | * | 63% | 51% | 60% | 26% |
| | 2019 | 68% | 61% | 52% | 41% | 52% | 58% | * | 80% | - | - | 16% | 36% | 58% | 31% | 52% | 39% |
| At Meets Grade Level or Above | 2021 | 57% | 53% | 44% | 31% | 46% | * | - | * | - | * | 16% | * | 47% | 34% | 44% | 10% |
| | 2019 | 49% | 41% | 32% | 27% | 32% | 50% | * | 80% | - | - | 6% | 18% | 38% | 16% | 32% | 18% |
| At Masters Grade Level | 2021 | 11% | 9% | 6% | 0% | 7% | * | - | * | - | * | 2% | * | 7% | 4% | 6% | 1% |
| | 2019 | 8% | 5% | 2% | 1% | 2% | 0% | * | 20% | - | - | 1% | 0% | 3% | 0% | 2% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 83% | 78% | 83% | * | * | * | - | * | 57% | 100% | 83% | 82% | 82% | 74% |
| | 2019 | 85% | 90% | 80% | 69% | 82% | 55% | * | * | - | * | 45% | 70% | 82% | 76% | 80% | 85% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 51% | 45% | 52% | * | * | * | - | * | 29% | 20% | 50% | 51% | 51% | 41% |
| | 2019 | 61% | 73% | 61% | 58% | 62% | 36% | * | * | - | * | 27% | 40% | 64% | 53% | 61% | 65% |
| At Masters Grade Level | 2021 | 23% | 29% | 21% | 9% | 23% | * | * | * | - | * | 8% | 0% | 22% | 17% | 20% | 12% |
| | 2019 | 37% | 46% | 33% | 29% | 34% | 18% | * | * | - | * | 8% | 20% | 34% | 30% | 34% | 36% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 81% | 77% | 82% | 67% | * | * | - | * | 54% | 83% | 83% | 77% | 82% | 65% |
| | 2019 | 88% | 87% | 84% | 84% | 84% | 83% | - | 80% | - | * | 53% | 78% | 87% | 78% | 84% | 83% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 54% | 38% | 56% | 67% | * | * | - | * | 27% | 50% | 57% | 46% | 53% | 34% |
| | 2019 | 62% | 60% | 59% | 60% | 59% | 50% | - | 60% | - | * | 19% | 56% | 64% | 45% | 58% | 53% |
| At Masters Grade Level | 2021 | 22% | 20% | 21% | 8% | 22% | 33% | * | * | - | * | 7% | 17% | 23% | 14% | 20% | 5% |
| | 2019 | 25% | 21% | 21% | 18% | 21% | 17% | - | 60% | - | * | 5% | 33% | 23% | 15% | 20% | 18% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 84% | 84% | 85% | 71% | - | * | - | - | 63% | * | 87% | 71% | 84% | 64% |
| | 2019 | 93% | 92% | 88% | 88% | 89% | 70% | * | * | - | - | 69% | 56% | 91% | 78% | 89% | 76% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 58% | 40% | 60% | 43% | - | * | - | - | 33% | * | 61% | 42% | 57% | 30% |
| | 2019 | 73% | 73% | 68% | 72% | 68% | 60% | * | * | - | - | 36% | 33% | 73% | 51% | 69% | 43% |
| At Masters Grade Level | 2021 | 43% | 35% | 25% | 20% | 26% | 14% | - | * | - | - | 10% | * | 27% | 18% | 23% | 7% |
| | 2019 | 45% | 42% | 33% | 33% | 33% | 30% | * | * | - | - | 10% | 11% | 36% | 23% | 33% | 12% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 97% | 95% | * | 96% | * | - | * | - | - | - | - | 96% | * | 95% | * |
| At Meets Grade Level or Above | 2021 | 69% | 67% | 63% | * | 63% | * | - | * | - | - | - | - | 63% | * | 61% | * |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | * | 1% | * | - | * | - | - | - | - | 1% | * | 0% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 72% | 67% | 72% | 61% | * | 76% | - | 83% | 41% | 87% | 74% | 63% | 71% | 48% |
| | 2019 | 78% | 76% | 68% | 58% | 69% | 62% | * | 77% | - | * | 36% | 54% | 72% | 57% | 68% | 63% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 48% | 35% | 50% | 46% | * | 53% | - | 50% | 23% | 52% | 51% | 38% | 47% | 23% |
| | 2019 | 50% | 45% | 48% | 43% | 48% | 44% | * | 68% | - | * | 17% | 34% | 52% | 35% | 48% | 40% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 6% | 15% | 11% | * | 24% | - | 0% | 5% | 4% | 16% | 10% | 13% | 4% |
| | 2019 | 24% | 18% | 16% | 14% | 16% | 13% | * | 36% | - | * | 5% | 11% | 18% | 12% | 16% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | 51% | 57% | 40% | * | 67% | - | * | 20% | 78% | 60% | 45% | 55% | 27% |
| | 2019 | 75% | 72% | 52% | 38% | 53% | 53% | * | 70% | - | * | 18% | 39% | 57% | 36% | 52% | 45% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 39% | 28% | 40% | 30% | * | 50% | - | * | 15% | 56% | 42% | 28% | 39% | 10% |
| | 2019 | 48% | 42% | 33% | 24% | 34% | 40% | * | 70% | - | * | 7% | 25% | 38% | 20% | 33% | 25% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 0% | 6% | 0% | * | 0% | - | * | 1% | 0% | 6% | 3% | 5% | 0% |
| | 2019 | 21% | 15% | 3% | 2% | 4% | 3% | * | 20% | - | * | 2% | 0% | 4% | 1% | 3% | 2% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 84% | 77% | 85% | 80% | * | * | - | * | 57% | 100% | 85% | 82% | 84% | 74% |
| | 2019 | 82% | 82% | 80% | 69% | 82% | 55% | * | * | - | * | 45% | 70% | 82% | 76% | 80% | 85% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 52% | 43% | 54% | 60% | * | * | - | * | 29% | 20% | 53% | 51% | 52% | 41% |
| | 2019 | 52% | 47% | 61% | 58% | 62% | 36% | * | * | - | * | 27% | 40% | 64% | 53% | 61% | 65% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 11% | 18% | 8% | 20% | 0% | * | * | - | * | 8% | 0% | 18% | 16% | 18% | 12% |
| | 2019 | 26% | 21% | 33% | 29% | 34% | 18% | * | * | - | * | 8% | 20% | 34% | 30% | 34% | 36% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 81% | 77% | 82% | 67% | * | * | - | * | 54% | 83% | 83% | 77% | 82% | 65% |
| | 2019 | 81% | 80% | 84% | 84% | 84% | 83% | - | 80% | - | * | 53% | 78% | 87% | 78% | 84% | 83% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 54% | 38% | 56% | 67% | * | * | - | * | 27% | 50% | 57% | 46% | 53% | 34% |
| | 2019 | 54% | 50% | 59% | 60% | 59% | 50% | - | 60% | - | * | 19% | 56% | 64% | 45% | 58% | 53% |
| At Masters Grade Level | 2021 | 20% | 12% | 21% | 8% | 22% | 33% | * | * | - | * | 7% | 17% | 23% | 14% | 20% | 5% |
| | 2019 | 25% | 19% | 21% | 18% | 21% | 17% | - | 60% | - | * | 5% | 33% | 23% | 15% | 20% | 18% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 84% | 84% | 85% | 71% | - | * | - | - | 63% | * | 87% | 71% | 84% | 64% |
| | 2019 | 81% | 80% | 88% | 88% | 89% | 70% | * | * | - | - | 69% | 56% | 91% | 78% | 89% | 76% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 58% | 40% | 60% | 43% | - | * | - | - | 33% | * | 61% | 42% | 57% | 30% |
| | 2019 | 55% | 54% | 68% | 72% | 68% | 60% | * | * | - | - | 36% | 33% | 73% | 51% | 69% | 43% |
| At Masters Grade Level | 2021 | 29% | 21% | 25% | 20% | 26% | 14% | - | * | - | - | 10% | * | 27% | 18% | 23% | 7% |
| | 2019 | 33% | 30% | 33% | 33% | 33% | 30% | * | * | - | - | 10% | 11% | 36% | 23% | 33% | 12% |

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | 64 | 61 | 65 | 64 | * | * | - | - | 59 | * | 65 | 60 | 63 | 59 |
| | 2018 | 67 | 65 | 62 | 69 | 62 | 60 | - | * | - | * | 44 | * | 63 | 58 | 62 | 55 |
| End of Course Algebra I | 2019 | 75 | 88 | 81 | 82 | 82 | 55 | - | * | - | * | 53 | 100 | 80 | 85 | 81 | 84 |
| | 2018 | 72 | 68 | 55 | 48 | 56 | 80 | * | * | - | - | 32 | * | 55 | 57 | 57 | 53 |
| All Grades Both Subjects | 2019 | 69 | 69 | 72 | 71 | 72 | 59 | * | 80 | - | * | 56 | 94 | 72 | 72 | 71 | 72 |
| | 2018 | 69 | 68 | 59 | 58 | 59 | 67 | * | 50 | - | * | 39 | 50 | 59 | 58 | 59 | 54 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 64 | 61 | 65 | 64 | * | * | - | - | 59 | * | 65 | 60 | 63 | 59 |
| | 2018 | 69 | 68 | 62 | 69 | 62 | 60 | - | * | - | * | 44 | * | 63 | 58 | 62 | 55 |
| All Grades Mathematics | 2019 | 70 | 70 | 81 | 82 | 82 | 55 | - | * | - | * | 53 | 100 | 80 | 85 | 81 | 84 |
| | 2018 | 70 | 69 | 55 | 48 | 56 | 80 | * | * | - | - | 32 | * | 55 | 57 | 57 | 53 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 72% | - | - | - | - | - | - | 46% | - | 46% | - | 53% | 80% | 48% | 91% |
| | 2019 | 78% | 76% | 68% | * | * | - | - | - | - | 45% | 39% | 45% | - | 40% | | 45% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 48% | - | - | - | - | - | - | 21% | - | 21% | - | 22% | 57% | 22% | 65% |
| | 2019 | 50% | 45% | 48% | * | * | - | - | - | - | 19% | 14% | 19% | - | 14% | | 19% | |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | - | - | - | - | - | - | 4% | - | 4% | - | 4% | 18% | 4% | 0% |
| | 2019 | 24% | 18% | 16% | * | * | - | - | - | - | 5% | 2% | 5% | - | 3% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | - | - | - | - | - | - | 25% | - | 25% | - | 30% | 69% | 26% | 67% |
| | 2019 | 75% | 72% | 52% | * | * | - | - | - | - | 21% | 17% | 21% | - | 21% | | 21% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 39% | - | - | - | - | - | - | 9% | - | 9% | - | 7% | 51% | 9% | 67% |
| | 2019 | 48% | 42% | 33% | * | * | - | - | - | - | 5% | 0% | 5% | - | 5% | | 5% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 7% | 0% | 0% |
| | 2019 | 21% | 15% | 3% | * | * | - | - | - | - | 0% | 0% | 0% | - | 0% | | 0% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 84% | - | - | - | - | - | - | 73% | - | 73% | - | 77% | 87% | 74% | 94% |
| | 2019 | 82% | 82% | 80% | - | - | - | - | - | - | 79% | * | 78% | - | 69% | | 78% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 52% | - | - | - | - | - | - | 42% | - | 42% | - | 33% | 56% | 40% | 60% |
| | 2019 | 52% | 47% | 61% | - | - | - | - | - | - | 53% | * | 53% | - | 23% | | 50% | |
| At Masters Grade Level | 2021 | 18% | 11% | 18% | - | - | - | - | - | - | 12% | - | 12% | - | 13% | 22% | 12% | 0% |
| | 2019 | 26% | 21% | 33% | - | - | - | - | - | - | 18% | * | 19% | - | 15% | | 18% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 81% | - | - | - | - | - | - | 66% | - | 66% | - | 63% | 88% | 65% | * |
| | 2019 | 81% | 80% | 84% | - | - | - | - | - | - | 73% | 60% | 74% | - | 41% | | 70% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 54% | - | - | - | - | - | - | 33% | - | 33% | - | 33% | 62% | 33% | * |
| | 2019 | 54% | 50% | 59% | - | - | - | - | - | - | 25% | 20% | 25% | - | 18% | | 24% | |
| At Masters Grade Level | 2021 | 20% | 12% | 21% | - | - | - | - | - | - | 8% | - | 8% | - | 0% | 27% | 6% | * |
| | 2019 | 25% | 19% | 21% | - | - | - | - | - | - | 5% | 0% | 5% | - | 0% | | 4% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 84% | - | - | - | - | - | - | 62% | - | 62% | - | 65% | 90% | 63% | 100% |
| | 2019 | 81% | 80% | 88% | * | * | - | - | - | - | 66% | 55% | 68% | - | 78% | | 68% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 58% | - | - | - | - | - | - | 25% | - | 25% | - | 30% | 65% | 26% | 88% |
| | 2019 | 55% | 54% | 68% | * | * | - | - | - | - | 30% | 27% | 30% | - | 33% | | 30% | |
| At Masters Grade Level | 2021 | 29% | 21% | 25% | - | - | - | - | - | - | 6% | - | 6% | - | 10% | 31% | 7% | 0% |
| | 2019 | 33% | 30% | 33% | * | * | - | - | - | - | 6% | 9% | 6% | - | 0% | | 6% | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 89% | 85% | 90% | 79% | * | 100% | - | 100% | 86% | 74% | 91% | 84% | 89% | 88% |
| Included in Accountability | 83% | 88% | 80% | 76% | 81% | 74% | * | 81% | - | 100% | 79% | 74% | 86% | 65% | 81% | 68% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 9% | 3% | 3% | * | 0% | - | 0% | 3% | 0% | 2% | 7% | 4% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 6% | 0% | 6% | 3% | * | 19% | - | 0% | 4% | 0% | 3% | 12% | 5% | 18% |
| Not Tested | 12% | 6% | 11% | 15% | 10% | 21% | * | 0% | - | 0% | 14% | 26% | 9% | 16% | 11% | 12% |
| Absent | 2% | 2% | 9% | 12% | 8% | 18% | * | 0% | - | 0% | 12% | 13% | 7% | 14% | 9% | 11% |
| Other | 10% | 4% | 2% | 3% | 2% | 3% | * | 0% | - | 0% | 3% | 13% | 2% | 2% | 2% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 95% | 89% | 96% | 89% | * | 100% | - | 50% | 93% | 89% | 96% | 91% | 95% | 97% |
| Included in Accountability | 94% | 94% | 87% | 76% | 88% | 78% | * | 96% | - | 50% | 88% | 78% | 92% | 73% | 89% | 87% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 13% | 3% | 11% | * | 4% | - | 0% | 3% | 10% | 2% | 10% | 3% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 4% | 0% | 4% | 0% | * | 0% | - | 0% | 2% | 1% | 2% | 8% | 3% | 8% |
| Not Tested | 1% | 1% | 5% | 11% | 4% | 11% | * | 0% | - | 50% | 7% | 11% | 4% | 9% | 5% | 3% |
| Absent | 1% | 1% | 5% | 10% | 4% | 11% | * | 0% | - | 50% | 7% | 8% | 4% | 8% | 5% | 3% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 3% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 96.3% | 94.0% | 96.6% | 96.1% | * | 99.7% | - | * | 96.7% | 96.4% | 96.7% |
| 2018-19 | 95.4% | 94.4% | 90.0% | 88.2% | 90.3% | 86.5% | * | 97.0% | - | * | 88.0% | 90.1% | 89.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 21.0% | 29.9% | 19.4% | 28.9% | 40.0% | 0.0% | - | 100.0% | 19.9% | 20.0% | 16.8% |
| 2018-19 | 11.4% | 15.3% | 33.3% | 42.4% | 31.9% | 41.4% | * | 5.9% | - | * | 40.4% | 33.1% | 34.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 1.4% | 0.4% | 1.4% | 4.4% | 0.0% | 0.0% | - | 20.0% | 1.1% | 1.3% | 2.4% |
| 2018-19 | 1.9% | 1.7% | 2.2% | 3.4% | 2.1% | 1.7% | * | 0.0% | - | * | 1.7% | 2.3% | 3.5% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | 88.8% | 89.1% | 89.0% | 70.0% | * | * | - | - | 84.1% | 87.9% | 77.8% |
| Received TxCHSE | 0.4% | 0.2% | 0.2% | 0.0% | 0.2% | 0.0% | * | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.9% | 3.4% | 3.0% | 2.2% | 2.9% | 10.0% | * | * | - | - | 5.8% | 3.3% | 2.8% |
| Dropped Out | 5.4% | 6.0% | 8.1% | 8.7% | 7.8% | 20.0% | * | * | - | - | 10.1% | 8.6% | 19.4% |
| Graduates and TxCHSE | 90.7% | 90.6% | 89.0% | 89.1% | 89.2% | 70.0% | * | * | - | - | 84.1% | 88.1% | 77.8% |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | 91.9% | 91.3% | 92.2% | 80.0% | * | * | - | - | 89.9% | 91.4% | 80.6% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | 87.0% | 85.5% | 87.3% | 83.3% | - | * | - | - | 80.7% | 86.9% | 81.0% |
| Received TxCHSE | 0.5% | 0.3% | 0.2% | 0.0% | 0.2% | 0.0% | - | * | - | - | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.7% | 2.9% | 4.0% | 2.9% | 4.2% | 0.0% | - | * | - | - | 9.1% | 3.2% | 3.6% |
| Dropped Out | 5.9% | 6.4% | 8.8% | 11.6% | 8.3% | 16.7% | - | * | - | - | 10.2% | 9.7% | 15.5% |
| Graduates and TxCHSE | 90.4% | 90.7% | 87.2% | 85.5% | 87.5% | 83.3% | - | * | - | - | 80.7% | 87.1% | 81.0% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | 91.2% | 88.4% | 91.7% | 83.3% | - | * | - | - | 89.8% | 90.3% | 84.5% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | 89.8% | 87.0% | 90.3% | 83.3% | - | * | - | * | 83.7% | 89.1% | 84.5% |
| Received TxCHSE | 0.5% | 0.3% | 0.2% | 0.0% | 0.2% | 0.0% | - | * | - | * | 0.0% | 0.2% | 0.0% |
| Continued HS | 1.3% | 0.5% | 1.0% | 2.9% | 0.8% | 0.0% | - | * | - | * | 4.7% | 1.1% | 0.0% |
| Dropped Out | 6.1% | 6.6% | 9.0% | 10.1% | 8.7% | 16.7% | - | * | - | * | 11.6% | 9.6% | 15.5% |
| Graduates and TxCHSE | 92.6% | 92.9% | 90.0% | 87.0% | 90.5% | 83.3% | - | * | - | * | 83.7% | 89.3% | 84.5% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | 91.0% | 89.9% | 91.3% | 83.3% | - | * | - | * | 88.4% | 90.4% | 84.5% |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|-------|
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | 91.2% | 86.6% | 92.2% | 78.3% | * | 100.0% | * | * | 79.6% | 92.5% | 82.1% |
| Received TxCHSE | 0.6% | 0.5% | 0.4% | 1.5% | 0.3% | 0.0% | * | 0.0% | * | * | 0.0% | 0.3% | 0.0% |
| Continued HS | 1.1% | 0.3% | 0.3% | 0.0% | 0.3% | 0.0% | * | 0.0% | * | * | 0.0% | 0.2% | 1.3% |
| Dropped Out | 6.1% | 6.7% | 8.1% | 11.9% | 7.1% | 21.7% | * | 0.0% | * | * | 20.4% | 7.0% | 16.7% |
| Graduates and TxCHSE | 92.8% | 93.0% | 91.6% | 88.1% | 92.6% | 78.3% | * | 100.0% | * | * | 79.6% | 92.9% | 82.1% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | 91.9% | 88.1% | 92.9% | 78.3% | * | 100.0% | * | * | 79.6% | 93.0% | 83.3% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | 91.6% | 86.6% | 92.7% | 78.3% | * | 100.0% | * | * | 79.6% | 92.9% | 83.5% |
| Received TxCHSE | 0.7% | 0.6% | 0.4% | 1.5% | 0.3% | 0.0% | * | 0.0% | * | * | 0.0% | 0.3% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.1% | 6.5% | 7.9% | 11.9% | 6.9% | 21.7% | * | 0.0% | * | * | 20.4% | 6.8% | 16.5% |
| Graduates and TxCHSE | 93.3% | 93.4% | 92.1% | 88.1% | 93.1% | 78.3% | * | 100.0% | * | * | 79.6% | 93.2% | 83.5% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | 92.1% | 88.1% | 93.1% | 78.3% | * | 100.0% | * | * | 79.6% | 93.2% | 83.5% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | 92.0% | 88.9% | 92.5% | 83.3% | - | * | - | * | 84.6% | 92.9% | 89.5% |
| Received TxCHSE | 0.7% | 0.7% | 0.9% | 0.0% | 0.6% | 11.1% | - | * | - | * | 1.9% | 0.8% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 6.8% | 7.2% | 11.1% | 6.9% | 5.6% | - | * | - | * | 13.5% | 6.3% | 10.5% |
| Graduates and TxCHSE | 93.2% | 93.2% | 92.8% | 88.9% | 93.1% | 94.4% | - | * | - | * | 86.5% | 93.8% | 89.5% |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | 92.8% | 88.9% | 93.1% | 94.4% | - | * | - | * | 86.5% | 93.8% | 89.5% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | 87.2% | 82.0% | 87.9% | 70.0% | * | * | - | - | 76.3% | 86.3% | 76.6% |
| Class of 2019 | 90.0% | 89.2% | 85.8% | 85.7% | 85.8% | 83.3% | - | * | - | - | 76.6% | 86.6% | 81.0% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | 2.2% | 2.4% | 2.2% | 0.0% | * | * | - | - | 5.2% | 2.3% | 2.4% |
| Class of 2019 | 4.2% | 0.9% | 1.4% | 1.7% | 1.3% | 0.0% | - | * | - | - | 7.6% | 1.8% | 0.0% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.5% | 77.2% | 76.1% | 75.6% | 76.2% | 71.4% | * | * | - | - | 34.5% | 75.2% | 59.5% |
| Class of 2019 | 83.5% | 79.4% | 76.6% | 62.7% | 78.6% | 66.7% | - | * | - | - | 30.3% | 77.3% | 60.6% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 87.8% | 82.0% | 78.3% | 78.0% | 78.4% | 71.4% | * | * | - | - | 39.7% | 77.4% | 61.9% |
| Class of 2019 | 87.6% | 80.3% | 78.0% | 64.4% | 79.9% | 66.7% | - | * | - | - | 37.9% | 79.0% | 60.6% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | 12.5% | * | 20.0% | * | - | * | - | - | * | * | - |
| 2018-19 | 32.7% | 2.7% | 0.0% | - | * | * | - | - | - | - | - | * | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 2.0% | 2.2% | 2.1% | 0.0% | * | 0.0% | - | * | 5.1% | 2.1% | 2.1% |
| 2018-19 | 4.4% | 1.0% | 1.5% | 1.6% | 1.5% | 0.0% | - | * | - | - | 6.9% | 1.7% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 72.8% | 73.9% | 73.0% | 71.4% | * | 60.0% | - | * | 33.9% | 72.4% | 59.8% |
| 2018-19 | 82.1% | 76.7% | 73.1% | 58.7% | 75.1% | 66.7% | - | * | - | - | 29.2% | 73.0% | 52.3% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 74.0% | 74.5% | 74.5% | 62.5% | * | 50.0% | - | * | 37.1% | 74.0% | 61.9% |
| 2018-19 | 85.9% | 76.8% | 73.9% | 60.3% | 75.9% | 60.0% | - | * | - | - | 36.1% | 74.4% | 52.3% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 553 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 47 | 8.5% | 255 | 44,729 |
| Hispanic | 490 | 88.6% | 3,119 | 184,060 |
| White | 8 | 1.4% | 189 | 105,215 |
| American Indian | 1 | 0.2% | 7 | 1,226 |
| Asian | 6 | 1.1% | 140 | 17,126 |
| Pacific Islander | 0 | 0.0% | 2 | 557 |
| Two or More Races | 1 | 0.2% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 7 | 1.3% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 1 | 0.2% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 137 | 24.8% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 11 | 2.0% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 397 | 71.8% | 2,765 | 292,532 |
| Special Education Graduates | 62 | 11.2% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 423 | 76.5% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 97 | 17.5% | 407 | 29,639 |
| At-Risk Graduates | 354 | 64.0% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 39.8% | 23.4% | 41.0% | 37.5% | * | 83.3% | - | * | 75.8% | 40.9% | 36.1% |
| 2018-19 | 72.9% | 65.1% | 54.4% | 43.7% | 55.2% | 77.3% | - | * | - | - | 81.4% | 53.7% | 43.4% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 27.5% | 14.9% | 28.4% | 25.0% | * | 66.7% | - | * | 1.6% | 29.3% | 21.6% |
| 2018-19 | 53.0% | 45.6% | 29.5% | 12.7% | 31.3% | 36.4% | - | * | - | - | 1.3% | 29.8% | 17.6% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 33.6% | 25.5% | 34.3% | 37.5% | * | 50.0% | - | * | 4.8% | 35.9% | 4.1% |
| 2018-19 | 60.7% | 55.9% | 46.1% | 31.7% | 47.2% | 72.7% | - | * | - | - | 10.3% | 47.6% | 16.2% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 25.7% | 21.3% | 25.7% | 25.0% | * | 66.7% | - | * | 1.6% | 27.2% | 9.3% |
| 2018-19 | 48.6% | 45.1% | 28.8% | 14.3% | 30.3% | 36.4% | - | * | - | - | 5.1% | 28.6% | 5.9% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 18.8% | 12.8% | 19.0% | 25.0% | * | 50.0% | - | * | 1.6% | 19.9% | 1.0% |
| 2018-19 | 44.2% | 38.7% | 24.9% | 12.7% | 26.0% | 36.4% | - | * | - | - | 1.3% | 25.2% | 1.5% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 15.7% | 6.4% | 16.7% | 0.0% | * | 33.3% | - | * | 0.0% | 16.3% | 21.6% |
| 2018-19 | 21.1% | 19.6% | 10.5% | 1.6% | 11.8% | 0.0% | - | * | - | - | 0.0% | 10.8% | 16.2% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 2.9% | 2.1% | 3.1% | 0.0% | * | 0.0% | - | * | 0.0% | 3.3% | 0.0% |
| 2018-19 | 23.1% | 11.4% | 2.8% | 0.0% | 3.2% | 0.0% | - | * | - | - | 0.0% | 2.2% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | - | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 17.2% | 10.6% | 17.6% | 25.0% | * | 33.3% | - | * | 74.2% | 16.8% | 17.5% |
| 2018-19 | 40.4% | 33.5% | 33.7% | 33.3% | 33.5% | 45.5% | - | * | - | - | 80.1% | 32.7% | 27.2% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 8.0% | 4.3% | 8.2% | 12.5% | * | 16.7% | - | * | 1.6% | 8.3% | 5.2% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 4.6% | 1.6% | 5.2% | 0.0% | - | * | - | - | 2.6% | 4.6% | 4.4% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.2% | 0.0% | 0.2% | 0.0% | - | * | - | - | 0.0% | 0.2% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 5.8% | 2.1% | 5.9% | 12.5% | * | 16.7% | - | * | 41.9% | 5.4% | 10.3% |
| 2018-19 | 2.3% | 5.0% | 8.1% | 14.3% | 7.1% | 18.2% | - | * | - | - | 52.6% | 7.0% | 13.2% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 4.2% | 4.3% | 4.3% | 0.0% | * | 0.0% | - | * | 37.1% | 3.8% | 6.2% |
| 2018-19 | 2.7% | 3.1% | 4.8% | 4.8% | 4.5% | 18.2% | - | * | - | - | 33.3% | 4.3% | 5.9% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 8.0% | 4.3% | 8.2% | 12.5% | * | 16.7% | - | * | 3.2% | 8.3% | 2.1% |
| | 2018-19 | 33.4% | 24.3% | 12.0% | 11.1% | 12.0% | 18.2% | - | * | - | - | 5.1% | 11.5% | 2.9% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 8.5% | 4.3% | 8.8% | 12.5% | * | 16.7% | - | * | 0.0% | 9.9% | 0.0% |
| | 2018-19 | 24.7% | 24.1% | 12.2% | 3.2% | 13.5% | 9.1% | - | * | - | - | 2.6% | 11.5% | 1.5% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 3.4% | 0.0% | 3.5% | 12.5% | * | 16.7% | - | * | 0.0% | 3.8% | 0.0% |
| | 2018-19 | 18.8% | 14.0% | 4.2% | 3.2% | 4.3% | 9.1% | - | * | - | - | 1.3% | 3.6% | 0.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 5.1% | 8.0% | 17.2% | 12.7% | 17.8% | 18.2% | - | * | - | - | 0.0% | 18.3% | 11.8% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 4.5% | 6.4% | 4.5% | 0.0% | * | 0.0% | - | * | 0.0% | 4.5% | 6.2% |
| | 2018-19 | 7.3% | 5.7% | 5.2% | 4.8% | 5.2% | 9.1% | - | * | - | - | 1.3% | 5.5% | 2.9% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 2.6% | 2.3% | 2.2% | 1.6% | 2.4% | 0.0% | - | * | - | - | 0.0% | 2.4% | 1.5% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 15.3% | 6.7% | 16.5% | 0.0% | * | 27.3% | - | * | 0.0% | 15.0% | 12.7% |
| | 2019 | 25.2% | 24.4% | 23.1% | 10.3% | 24.5% | 16.7% | - | 62.5% | - | - | 1.1% | 22.7% | 11.6% |
| English Language Arts | 2020 | 12.7% | 9.9% | 8.1% | 1.9% | 8.9% | 0.0% | * | 18.2% | - | * | 0.0% | 8.2% | 0.5% |
| | 2019 | 14.5% | 13.8% | 14.5% | 8.5% | 15.3% | 4.2% | - | 37.5% | - | - | 0.0% | 14.6% | 1.2% |
| Mathematics | 2020 | 6.4% | 5.9% | 5.9% | 2.9% | 6.2% | 0.0% | * | 27.3% | - | * | 0.0% | 6.1% | 1.0% |
| | 2019 | 7.4% | 6.9% | 6.5% | 1.7% | 7.0% | 0.0% | - | 25.0% | - | - | 0.0% | 6.2% | 0.6% |
| Science | 2020 | 9.4% | 8.3% | 6.9% | 4.8% | 7.0% | 0.0% | * | 27.3% | - | * | 0.0% | 6.7% | 1.5% |
| | 2019 | 10.4% | 12.8% | 11.5% | 3.4% | 12.3% | 8.3% | - | 50.0% | - | - | 0.6% | 12.0% | 1.8% |
| Social Studies | 2020 | 12.4% | 8.4% | 8.6% | 1.0% | 9.6% | 0.0% | * | 18.2% | - | * | 0.0% | 8.8% | 0.5% |
| | 2019 | 13.9% | 11.5% | 14.6% | 6.0% | 15.7% | 0.0% | - | 50.0% | - | - | 0.6% | 14.2% | 1.2% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | 40.0% | 42.9% | 38.7% | - | - | * | - | - | - | 41.1% | 88.0% |
| | 2019 | 51.0% | 40.4% | 23.8% | 8.3% | 24.6% | * | - | 40.0% | - | - | * | 24.6% | 63.2% |
| English Language Arts | 2020 | 50.1% | 38.0% | 22.7% | * | 20.2% | - | - | * | - | - | - | 25.4% | * |
| | 2019 | 41.2% | 21.5% | 5.5% | 10.0% | 4.7% | * | - | * | - | - | - | 4.5% | * |
| Mathematics | 2020 | 56.5% | 47.6% | 25.0% | * | 20.7% | - | - | * | - | - | - | 24.5% | * |
| | 2019 | 52.2% | 50.1% | 19.2% | * | 18.8% | - | - | * | - | - | - | 21.1% | * |
| Science | 2020 | 47.6% | 32.2% | 16.2% | 20.0% | 12.1% | - | - | * | - | - | - | 15.5% | * |
| | 2019 | 40.6% | 20.9% | 3.8% | * | 3.3% | * | - | * | - | - | * | 4.5% | * |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2020 | 52.3% | 32.7% | 21.5% | * | 20.0% | - | - | * | - | - | - | 21.1% | * |
| | 2019 | 46.3% | 28.3% | 9.1% | 14.3% | 8.4% | - | - | * | - | - | * | 8.5% | * |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 91.0% | 100.0% | 89.8% | 100.0% | * | 66.7% | - | * | 76.1% | 94.1% | 92.9% |
| | 2018-19 | 75.0% | 90.8% | 100.0% | 96.8% | 100.0% | 100.0% | - | * | - | - | 82.5% | 100.0% | 92.8% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 15.7% | 10.2% | 15.9% | 25.0% | * | * | - | * | 0.0% | 15.9% | 1.1% |
| | 2018-19 | 36.1% | 23.6% | 14.6% | 8.2% | 15.0% | 16.7% | - | * | - | - | 0.0% | 15.5% | 0.0% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 900 | 871 | 902 | 953 | * | * | - | * | 756 | 902 | 785 |
| | 2018-19 | 1027 | 934 | 884 | 824 | 890 | 928 | - | * | - | - | 737 | 886 | 746 |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 450 | 435 | 451 | 466 | * | * | - | * | 373 | 451 | 390 |
| | 2018-19 | 517 | 465 | 441 | 413 | 444 | 460 | - | * | - | - | 374 | 442 | 366 |
| Mathematics | 2019-20 | 506 | 470 | 451 | 436 | 451 | 486 | * | * | - | * | 384 | 451 | 395 |
| | 2018-19 | 510 | 468 | 444 | 411 | 446 | 468 | - | * | - | - | 363 | 444 | 380 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 20.0 | * | * | - | - | * | - | - | - | 20.0 | * |
| | 2018-19 | 20.6 | 19.7 | 15.9 | 15.4 | 16.8 | - | - | - | - | - | * | 16.1 | - |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 18.4 | * | * | - | - | * | - | - | - | 18.4 | * |
| | 2018-19 | 20.3 | 19.1 | 14.3 | 14.1 | 14.8 | - | - | - | - | - | * | 14.3 | - |
| Mathematics | 2019-20 | 20.1 | 21.0 | 21.3 | * | * | - | - | * | - | - | - | 21.3 | * |
| | 2018-19 | 20.4 | 19.9 | 17.4 | 16.8 | 18.4 | - | - | - | - | - | * | 17.5 | - |
| Science | 2019-20 | 20.5 | 21.3 | 21.0 | * | * | - | - | * | - | - | - | 21.0 | * |
| | 2018-19 | 20.8 | 20.2 | 16.9 | 16.4 | 17.8 | - | - | - | - | - | * | 17.4 | - |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 39.0% | 22.6% | 40.7% | 37.8% | * | 71.4% | - | 0.0% | 7.2% | 39.1% | 31.1% |
| | 2018-19 | 44.6% | 39.1% | 37.3% | 28.1% | 38.4% | 28.3% | * | 71.4% | - | * | 8.4% | 37.8% | 23.4% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 23.2% | 9.9% | 24.5% | 27.0% | * | 64.3% | - | 0.0% | 1.9% | 23.4% | 17.6% |
| | 2018-19 | 17.8% | 17.3% | 18.5% | 11.3% | 19.4% | 16.3% | * | 21.4% | - | * | 2.7% | 19.2% | 14.1% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 16.4% | 10.3% | 17.0% | 11.4% | * | 42.9% | - | 0.0% | 0.8% | 16.0% | 5.2% |
| | 2018-19 | 20.4% | 17.0% | 13.6% | 10.1% | 13.9% | 9.5% | * | 35.7% | - | * | 1.0% | 14.1% | 3.7% |
| Science | 2019-20 | 22.4% | 12.4% | 10.9% | 4.2% | 11.5% | 11.1% | * | 50.0% | - | 0.0% | 0.4% | 10.7% | 1.8% |
| | 2018-19 | 21.7% | 12.7% | 10.2% | 6.5% | 10.4% | 11.6% | * | 38.5% | - | * | 1.7% | 10.5% | 2.0% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 16.5% | 9.9% | 17.1% | 13.5% | * | 53.8% | - | 0.0% | 0.4% | 15.4% | 1.3% |
| | 2018-19 | 23.6% | 17.2% | 15.8% | 10.8% | 16.2% | 6.8% | * | 64.3% | - | * | 0.3% | 15.6% | 1.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 52.1% | 42.6% | 53.3% | 50.0% | * | 50.0% | - | * | 56.5% | 52.7% | 44.3% |
| | 2018-19 | 59.0% | 50.6% | 44.6% | 33.3% | 46.1% | 45.5% | - | * | - | - | 37.2% | 46.4% | 30.9% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 40.8% | 41.3% | 40.8% | 27.3% | - | * | - | - | 23.8% | 42.1% | 21.7% |
| | 2017-18 | 53.4% | 52.3% | 43.7% | 38.6% | 43.1% | 66.7% | * | 85.7% | - | * | 13.2% | 43.6% | 28.9% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | 35.7% | * | 36.4% | - | - | - | - | - | - | 33.3% | - |
| | 2017-18 | 60.7% | 54.4% | 46.8% | 13.6% | 48.0% | 66.7% | - | 83.3% | - | - | 0.0% | 45.8% | 22.7% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 2,226 | 100.0% | 50,547 | 5,359,040 | 2,231 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 598 | 26.9% | 7.9% | 8.1% | 599 | 26.8% | 7.9% | 8.1% |
| Grade 10 | 567 | 25.5% | 8.1% | 7.8% | 567 | 25.4% | 8.1% | 7.8% |
| Grade 11 | 549 | 24.7% | 7.7% | 7.2% | 549 | 24.6% | 7.7% | 7.2% |
| Grade 12 | 512 | 23.0% | 7.6% | 6.8% | 516 | 23.1% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 243 | 10.9% | 7.7% | 12.7% | 243 | 10.9% | 7.7% | 12.7% |
| Hispanic | 1,927 | 86.6% | 83.2% | 52.9% | 1,932 | 86.6% | 83.2% | 52.9% |
| White | 34 | 1.5% | 5.3% | 26.5% | 34 | 1.5% | 5.3% | 26.5% |
| American Indian | 2 | 0.1% | 0.1% | 0.3% | 2 | 0.1% | 0.1% | 0.3% |
| Asian | 13 | 0.6% | 3.0% | 4.7% | 13 | 0.6% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 7 | 0.3% | 0.7% | 2.7% | 7 | 0.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 1,059 | 47.6% | 48.5% | 48.9% | 1,060 | 47.5% | 48.5% | 48.9% |
| Male | 1,167 | 52.4% | 51.5% | 51.1% | 1,171 | 52.5% | 51.5% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 1,928 | 86.6% | 83.8% | 60.3% | 1,932 | 86.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 298 | 13.4% | 16.2% | 39.7% | 299 | 13.4% | 16.3% | 39.8% |
| Section 504 Students | 142 | 6.4% | 5.8% | 7.2% | 142 | 6.4% | 5.7% | 7.2% |
| EB Students/EL | 533 | 23.9% | 30.0% | 20.7% | 533 | 23.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 66 | 2.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 94 | 4.2% | 4.6% | 4.5% | 94 | 4.2% | 4.6% | 4.5% |
| Foster Care | 5 | 0.2% | 0.1% | 0.3% | 5 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 26 | 1.2% | 0.8% | 1.1% | 26 | 1.2% | 0.8% | 1.1% |
| Immigrant | 89 | 4.0% | 2.8% | 2.0% | 89 | 4.0% | 2.8% | 2.0% |
| Migrant | 11 | 0.5% | 0.2% | 0.3% | 11 | 0.5% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 6 | 0.3% | 0.4% | 2.7% | 6 | 0.3% | 0.4% | 2.7% |
| At-Risk | 1,411 | 63.4% | 58.7% | 49.2% | 1,412 | 63.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 501 | 22.5% | 28.1% | 21.0% | 501 | 22.5% | 28.0% | 20.9% |
| Gifted and Talented Education | 98 | 4.4% | 5.6% | 8.3% | 98 | 4.4% | 5.6% | 8.3% |
| Special Education | 266 | 11.9% | 11.9% | 11.1% | 271 | 12.1% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 266 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 175 | 65.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 8 | 3.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 39 | 14.7% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 44 | 16.5% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 441 | 17.8% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 105 | 4.2% | 2.2% | 2.8% | | | | |
| Hispanic | 316 | 12.8% | 10.6% | 7.1% | | | | |
| White | 12 | 0.5% | 1.0% | 3.1% | | | | |
| American Indian | 3 | 0.1% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 5 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 28 | 9.9% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 100 | 18.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 362 | 17.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 253 | 14.3% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 3.1% | 2.4% | 4.7% | 9.8% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 13.1 | 14.9 | 15.7 |
| Foreign Languages | 19.6 | 19.5 | 17.8 |
| Mathematics | 13.3 | 16.4 | 16.9 |
| Science | 14.5 | 17.0 | 17.9 |
| Social Studies | 15.1 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 205.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 180.4 | 87.9% | 58.7% | 64.3% |
| Teachers | 150.5 | 73.4% | 45.1% | 49.6% |
| Professional Support | 21.9 | 10.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 8.0 | 3.9% | 2.3% | 3.0% |
| Educational Aides: | 24.7 | 12.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 7.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 102.7 | 50.1% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 21.6 | 14.4% | 9.9% | 11.1% |
| Hispanic | 45.3 | 30.1% | 38.0% | 28.4% |
| White | 73.4 | 48.8% | 48.0% | 56.9% |
| American Indian | 1.0 | 0.7% | 0.2% | 0.3% |
| Asian | 5.7 | 3.8% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 3.5 | 2.3% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 74.8 | 49.7% | 24.8% | 23.8% |
| Females | 75.7 | 50.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 4.3 | 2.9% | 0.8% | 1.2% |
| Bachelors | 106.6 | 70.8% | 75.9% | 73.0% |
| Masters | 38.6 | 25.7% | 22.3% | 25.0% |
| Doctorate | 1.0 | 0.7% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 9.2 | 6.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 57.8 | 38.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 34.9 | 23.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 33.4 | 22.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 11.4 | 7.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 3.9 | 2.6% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.8 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 5.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 5.3 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.3 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.7 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.9 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$51,999 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,515 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,954 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,712 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,105 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$68,831 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,913 | \$60,082 | \$57,641 |
| Professional Support | \$77,364 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$104,609 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 4.3 | 2.9% | 13.8% | 6.2% |
| Career and Technical Education | 15.3 | 10.1% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 89.9 | 59.7% | 63.3% | 71.0% |
| Special Education | 27.0 | 18.0% | 14.6% | 9.4% |
| Other | 14.0 | 9.3% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON HIGH SCHOOL (101917003) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: DOBIE H S

Campus Number: 101917004

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 63% | 53% | 61% | 65% | * | 85% | - | 88% | 27% | 60% | 65% | 55% | 60% | 26% |
| | 2019 | 68% | 60% | 64% | 56% | 64% | 64% | * | 78% | - | 94% | 21% | 40% | 68% | 52% | 63% | 51% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 45% | 36% | 41% | 56% | * | 78% | - | 44% | 17% | 47% | 48% | 37% | 42% | 8% |
| | 2019 | 50% | 42% | 44% | 35% | 44% | 45% | * | 67% | - | 76% | 9% | 40% | 48% | 34% | 42% | 32% |
| At Masters Grade Level | 2021 | 12% | 8% | 9% | 4% | 6% | 11% | * | 28% | - | 13% | 7% | 0% | 9% | 6% | 7% | 1% |
| | 2019 | 11% | 6% | 8% | 5% | 6% | 11% | * | 26% | - | 12% | 3% | 0% | 8% | 6% | 7% | 3% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 70% | 67% | 68% | 82% | - | 84% | - | 89% | 35% | 14% | 73% | 62% | 67% | 36% |
| | 2019 | 68% | 61% | 65% | 60% | 64% | 70% | * | 78% | - | 67% | 22% | 38% | 69% | 52% | 64% | 42% |
| At Meets Grade Level or Above | 2021 | 57% | 53% | 55% | 51% | 53% | 68% | - | 68% | - | 89% | 21% | 14% | 59% | 43% | 51% | 10% |
| | 2019 | 49% | 41% | 47% | 39% | 45% | 58% | * | 64% | - | 58% | 13% | 23% | 51% | 34% | 45% | 28% |
| At Masters Grade Level | 2021 | 11% | 9% | 8% | 7% | 8% | 10% | - | 12% | - | 44% | 3% | 14% | 8% | 9% | 7% | 0% |
| | 2019 | 8% | 5% | 7% | 3% | 6% | 13% | * | 19% | - | 0% | 5% | 0% | 9% | 3% | 6% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 82% | 78% | 82% | 81% | * | 94% | - | 71% | 63% | 79% | 82% | 80% | 81% | 80% |
| | 2019 | 85% | 90% | 85% | 78% | 86% | 86% | * | 88% | - | 90% | 59% | 60% | 88% | 77% | 84% | 84% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 43% | 34% | 43% | 32% | * | 75% | - | 50% | 30% | 36% | 44% | 40% | 42% | 28% |
| | 2019 | 61% | 73% | 65% | 56% | 66% | 68% | * | 79% | - | 90% | 36% | 30% | 70% | 54% | 65% | 63% |
| At Masters Grade Level | 2021 | 23% | 29% | 14% | 7% | 14% | 10% | * | 46% | - | 7% | 6% | 21% | 14% | 16% | 13% | 10% |
| | 2019 | 37% | 46% | 38% | 32% | 37% | 39% | * | 60% | - | 70% | 12% | 20% | 42% | 28% | 38% | 30% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 82% | 79% | 81% | 83% | * | 92% | - | 76% | 51% | 82% | 85% | 74% | 81% | 61% |
| | 2019 | 88% | 87% | 85% | 80% | 85% | 91% | * | 91% | - | 100% | 53% | 89% | 88% | 77% | 84% | 76% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 54% | 43% | 51% | 58% | * | 81% | - | 53% | 26% | 47% | 58% | 40% | 49% | 17% |
| | 2019 | 62% | 60% | 58% | 54% | 56% | 66% | * | 73% | - | 93% | 18% | 56% | 63% | 42% | 56% | 37% |
| At Masters Grade Level | 2021 | 22% | 20% | 22% | 11% | 16% | 28% | * | 65% | - | 18% | 6% | 24% | 24% | 15% | 18% | 6% |
| | 2019 | 25% | 21% | 25% | 18% | 23% | 27% | * | 52% | - | 57% | 7% | 33% | 29% | 16% | 23% | 13% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 88% | 87% | 88% | 78% | * | 95% | - | 93% | 57% | * | 90% | 81% | 87% | 64% |
| | 2019 | 93% | 92% | 91% | 88% | 90% | 96% | - | 97% | * | 100% | 47% | * | 92% | 86% | 90% | 78% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 65% | 66% | 64% | 58% | * | 78% | - | 86% | 36% | * | 67% | 56% | 62% | 30% |
| | 2019 | 73% | 73% | 76% | 71% | 74% | 88% | - | 86% | * | 86% | 24% | * | 79% | 64% | 74% | 49% |
| At Masters Grade Level | 2021 | 43% | 35% | 38% | 30% | 37% | 38% | * | 48% | - | 71% | 13% | * | 40% | 29% | 33% | 9% |
| | 2019 | 45% | 42% | 42% | 34% | 40% | 58% | - | 58% | * | 71% | 6% | * | 45% | 32% | 40% | 21% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 97% | 96% | 88% | 97% | 89% | - | 100% | - | * | - | * | 97% | 82% | 97% | * |
| At Meets Grade Level or Above | 2021 | 69% | 67% | 71% | 53% | 63% | 67% | - | 100% | - | * | - | * | 73% | 36% | 69% | * |
| At Masters Grade Level | 2021 | 14% | 6% | 9% | 0% | 3% | 17% | - | 22% | - | * | - | * | 9% | 0% | 8% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 78% | 73% | 77% | 78% | * | 91% | - | 83% | 45% | 69% | 80% | 70% | 75% | 52% |
| | 2019 | 78% | 76% | 76% | 70% | 76% | 79% | * | 86% | * | 90% | 38% | 55% | 79% | 66% | 75% | 64% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 54% | 46% | 51% | 57% | * | 79% | - | 61% | 25% | 43% | 57% | 43% | 50% | 18% |
| | 2019 | 50% | 45% | 56% | 49% | 55% | 63% | * | 73% | * | 80% | 18% | 37% | 60% | 44% | 54% | 40% |
| At Masters Grade Level | 2021 | 18% | 12% | 18% | 12% | 16% | 20% | * | 38% | - | 28% | 7% | 17% | 19% | 14% | 15% | 5% |
| | 2019 | 24% | 18% | 22% | 16% | 20% | 27% | * | 39% | * | 37% | 6% | 10% | 24% | 15% | 20% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 66% | 60% | 64% | 73% | * | 85% | - | 88% | 31% | 45% | 69% | 59% | 63% | 31% |
| | 2019 | 75% | 72% | 64% | 58% | 64% | 67% | * | 78% | - | 83% | 21% | 39% | 68% | 52% | 63% | 47% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 50% | 43% | 47% | 62% | * | 73% | - | 60% | 19% | 36% | 53% | 40% | 47% | 9% |
| | 2019 | 48% | 42% | 46% | 37% | 45% | 51% | * | 66% | - | 69% | 11% | 32% | 49% | 34% | 43% | 30% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 5% | 7% | 10% | * | 21% | - | 24% | 5% | 5% | 9% | 8% | 7% | 0% |
| | 2019 | 21% | 15% | 8% | 4% | 6% | 12% | * | 22% | - | 7% | 4% | 0% | 8% | 5% | 6% | 2% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 85% | 79% | 85% | 84% | * | 97% | - | 75% | 63% | 81% | 86% | 80% | 84% | 80% |
| | 2019 | 82% | 82% | 85% | 78% | 86% | 86% | * | 88% | - | 90% | 59% | 60% | 88% | 77% | 84% | 84% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 50% | 36% | 47% | 45% | * | 88% | - | 50% | 30% | 38% | 52% | 40% | 47% | 30% |
| | 2019 | 52% | 47% | 65% | 56% | 66% | 68% | * | 79% | - | 90% | 36% | 30% | 70% | 54% | 65% | 63% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 11% | 13% | 6% | 11% | 12% | * | 34% | - | 6% | 6% | 19% | 12% | 15% | 13% | 10% |
| | 2019 | 26% | 21% | 38% | 32% | 37% | 39% | * | 60% | - | 70% | 12% | 20% | 42% | 28% | 38% | 30% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 82% | 79% | 81% | 83% | * | 92% | - | 76% | 51% | 82% | 85% | 74% | 81% | 61% |
| | 2019 | 81% | 80% | 85% | 80% | 85% | 91% | * | 91% | - | 100% | 53% | 89% | 88% | 77% | 84% | 76% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 54% | 43% | 51% | 58% | * | 81% | - | 53% | 26% | 47% | 58% | 40% | 49% | 17% |
| | 2019 | 54% | 50% | 58% | 54% | 56% | 66% | * | 73% | - | 93% | 18% | 56% | 63% | 42% | 56% | 37% |
| At Masters Grade Level | 2021 | 20% | 12% | 22% | 11% | 16% | 28% | * | 65% | - | 18% | 6% | 24% | 24% | 15% | 18% | 6% |
| | 2019 | 25% | 19% | 25% | 18% | 23% | 27% | * | 52% | - | 57% | 7% | 33% | 29% | 16% | 23% | 13% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 88% | 87% | 88% | 78% | * | 95% | - | 93% | 57% | * | 90% | 81% | 87% | 64% |
| | 2019 | 81% | 80% | 91% | 88% | 90% | 96% | - | 97% | * | 100% | 47% | * | 92% | 86% | 90% | 78% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 65% | 66% | 64% | 58% | * | 78% | - | 86% | 36% | * | 67% | 56% | 62% | 30% |
| | 2019 | 55% | 54% | 76% | 71% | 74% | 88% | - | 86% | * | 86% | 24% | * | 79% | 64% | 74% | 49% |
| At Masters Grade Level | 2021 | 29% | 21% | 38% | 30% | 37% | 38% | * | 48% | - | 71% | 13% | * | 40% | 29% | 33% | 9% |
| | 2019 | 33% | 30% | 42% | 34% | 40% | 58% | - | 58% | * | 71% | 6% | * | 45% | 32% | 40% | 21% |

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | 72 | 72 | 73 | 68 | * | 77 | - | 60 | 63 | 81 | 74 | 67 | 73 | 72 |
| | 2018 | 67 | 65 | 67 | 63 | 67 | 71 | - | 75 | * | 64 | 43 | 50 | 69 | 60 | 66 | 62 |
| End of Course Algebra I | 2019 | 75 | 88 | 88 | 82 | 89 | 83 | * | 95 | - | 100 | 74 | 60 | 89 | 82 | 88 | 91 |
| | 2018 | 72 | 68 | 58 | 54 | 58 | 55 | - | 72 | - | 40 | 37 | 50 | 58 | 57 | 58 | 55 |
| All Grades Both Subjects | 2019 | 69 | 69 | 79 | 76 | 80 | 74 | * | 81 | - | 75 | 68 | 73 | 80 | 74 | 79 | 82 |
| | 2018 | 69 | 68 | 63 | 58 | 63 | 65 | - | 74 | * | 50 | 40 | 50 | 64 | 59 | 63 | 58 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 72 | 72 | 73 | 68 | * | 77 | - | 60 | 63 | 81 | 74 | 67 | 73 | 72 |
| | 2018 | 69 | 68 | 67 | 63 | 67 | 71 | - | 75 | * | 64 | 43 | 50 | 69 | 60 | 66 | 62 |
| All Grades Mathematics | 2019 | 70 | 70 | 88 | 82 | 89 | 83 | * | 95 | - | 100 | 74 | 60 | 89 | 82 | 88 | 91 |
| | 2018 | 70 | 69 | 58 | 54 | 58 | 55 | - | 72 | - | 40 | 37 | 50 | 58 | 57 | 58 | 55 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 78% | - | - | - | - | - | - | 54% | - | 54% | - | 40% | 81% | 51% | 98% |
| | 2019 | 78% | 76% | 76% | * | - | - | - | * | - | 49% | 30% | 49% | - | 40% | - | 48% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 54% | - | - | - | - | - | - | 18% | - | 18% | - | 11% | 58% | 17% | 81% |
| | 2019 | 50% | 45% | 56% | * | - | - | - | * | - | 24% | 10% | 24% | - | 20% | - | 23% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 18% | - | - | - | - | - | - | 5% | - | 5% | - | 2% | 20% | 4% | 17% |
| | 2019 | 24% | 18% | 22% | * | - | - | - | * | - | 5% | 0% | 5% | - | 2% | - | 5% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 66% | - | - | - | - | - | - | 33% | - | 33% | - | 24% | 71% | 31% | * |
| | 2019 | 75% | 72% | 64% | - | - | - | - | - | - | 30% | 17% | 30% | - | 30% | - | 30% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 50% | - | - | - | - | - | - | 10% | - | 10% | - | 4% | 56% | 9% | * |
| | 2019 | 48% | 42% | 46% | - | - | - | - | - | - | 18% | 17% | 18% | - | 13% | - | 18% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 10% | 0% | * |
| | 2019 | 21% | 15% | 8% | - | - | - | - | - | - | 1% | 0% | 1% | - | 0% | - | 1% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 85% | - | - | - | - | - | - | 82% | - | 82% | - | 67% | 84% | 80% | 99% |
| | 2019 | 82% | 82% | 85% | * | - | - | - | * | - | 77% | * | 77% | - | 64% | - | 75% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 50% | - | - | - | - | - | - | 31% | - | 31% | - | 13% | 49% | 28% | 81% |
| | 2019 | 52% | 47% | 65% | * | - | - | - | * | - | 43% | * | 43% | - | 43% | - | 42% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | - | - | - | - | - | - | 11% | - | 11% | - | 7% | 13% | 10% | 14% |
| | 2019 | 26% | 21% | 38% | * | - | - | - | * | - | 13% | * | 13% | - | 7% | - | 12% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 82% | - | - | - | - | - | - | 64% | - | 64% | - | 43% | 85% | 61% | * |
| | 2019 | 81% | 80% | 85% | * | - | - | - | * | - | 57% | - | 57% | - | 40% | - | 56% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 54% | - | - | - | - | - | - | 18% | - | 18% | - | 7% | 59% | 16% | * |
| | 2019 | 54% | 50% | 58% | * | - | - | - | * | - | 10% | - | 10% | - | 20% | - | 11% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 22% | - | - | - | - | - | - | 6% | - | 6% | - | 7% | 24% | 6% | * |
| | 2019 | 25% | 19% | 25% | * | - | - | - | * | - | 3% | - | 3% | - | 0% | - | 2% | - |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 88% | - | - | - | - | - | - | 66% | - | 66% | - | 56% | 90% | 64% | * |
| | 2019 | 81% | 80% | 91% | - | - | - | - | - | - | 74% | * | 76% | - | 56% | - | 72% | - |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 65% | - | - | - | - | - | - | 28% | - | 28% | - | 31% | 68% | 29% | * |
| | 2019 | 55% | 54% | 76% | - | - | - | - | - | - | 40% | * | 41% | - | 22% | - | 38% | - |
| At Masters Grade Level | 2021 | 29% | 21% | 38% | - | - | - | - | - | - | 9% | - | 9% | - | 0% | 40% | 7% | * |
| | 2019 | 33% | 30% | 42% | - | - | - | - | - | - | 14% | * | 15% | - | 11% | - | 14% | - |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 89% | 84% | 90% | 88% | * | 95% | - | 89% | 80% | 95% | 90% | 87% | 89% | 92% |
| Included in Accountability | 83% | 88% | 84% | 80% | 84% | 83% | * | 85% | - | 89% | 74% | 94% | 87% | 73% | 83% | 65% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | 5% | 2% | 4% | * | 0% | - | 0% | 3% | 2% | 1% | 5% | 2% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 4% | 1% | * | 10% | - | 0% | 3% | 0% | 2% | 8% | 4% | 26% |
| Not Tested | 12% | 6% | 11% | 16% | 10% | 12% | * | 5% | - | 11% | 20% | 5% | 10% | 13% | 11% | 8% |
| Absent | 2% | 2% | 5% | 7% | 5% | 7% | * | 1% | - | 6% | 5% | 2% | 4% | 8% | 5% | 4% |
| Other | 10% | 4% | 6% | 8% | 6% | 5% | * | 3% | - | 5% | 15% | 3% | 6% | 5% | 6% | 3% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 97% | 97% | 97% | 97% | * | 99% | * | 100% | 97% | 98% | 98% | 96% | 97% | 98% |
| Included in Accountability | 94% | 94% | 91% | 90% | 92% | 96% | * | 91% | * | 88% | 92% | 91% | 95% | 82% | 93% | 87% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 6% | 4% | 1% | * | 2% | * | 12% | 4% | 7% | 2% | 10% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 0% | * | 6% | * | 0% | 1% | 0% | 1% | 4% | 2% | 8% |
| Not Tested | 1% | 1% | 3% | 3% | 3% | 3% | * | 1% | * | 0% | 3% | 2% | 2% | 4% | 3% | 2% |
| Absent | 1% | 1% | 2% | 2% | 2% | 2% | * | 0% | * | 0% | 3% | 2% | 1% | 4% | 2% | 2% |
| Other | 0% | 0% | 1% | 1% | 1% | 1% | * | 0% | * | 0% | 0% | 0% | 1% | 0% | 1% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 97.9% | 97.4% | 97.9% | 97.8% | * | 99.2% | * | 96.7% | 97.5% | 97.9% | 97.8% |
| 2018-19 | 95.4% | 94.4% | 93.5% | 92.9% | 93.2% | 93.2% | * | 96.6% | * | 92.3% | 91.0% | 93.2% | 92.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 12.2% | 15.6% | 12.0% | 13.8% | 20.0% | 6.2% | * | 14.0% | 17.6% | 12.8% | 14.8% |
| 2018-19 | 11.4% | 15.3% | 20.6% | 24.4% | 21.6% | 19.0% | 16.7% | 8.0% | * | 26.4% | 28.3% | 22.2% | 20.8% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 1.7% | 2.4% | 1.7% | 1.7% | 0.0% | 0.7% | * | 2.0% | 0.8% | 1.9% | 3.7% |
| 2018-19 | 1.9% | 1.7% | 1.6% | 1.9% | 1.7% | 2.1% | 0.0% | 0.2% | * | 3.6% | 3.1% | 1.9% | 3.5% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | 89.5% | 87.0% | 89.5% | 84.7% | * | 95.3% | * | 90.9% | 89.7% | 88.4% | 73.3% |
| Received TxCHSE | 0.4% | 0.2% | 0.2% | 0.0% | 0.3% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.1% | 0.0% |
| Continued HS | 3.9% | 3.4% | 3.2% | 3.7% | 2.9% | 5.1% | * | 2.8% | * | 9.1% | 4.4% | 3.3% | 8.1% |
| Dropped Out | 5.4% | 6.0% | 7.1% | 9.3% | 7.3% | 10.2% | * | 1.9% | * | 0.0% | 5.9% | 8.2% | 18.6% |
| Graduates and TxCHSE | 90.7% | 90.6% | 89.7% | 87.0% | 89.8% | 84.7% | * | 95.3% | * | 90.9% | 89.7% | 88.5% | 73.3% |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | 92.9% | 90.7% | 92.7% | 89.8% | * | 98.1% | * | 100.0% | 94.1% | 91.8% | 81.4% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | 90.6% | 88.2% | 90.1% | 94.1% | - | 95.6% | * | 86.7% | 81.8% | 89.4% | 81.9% |
| Received TxCHSE | 0.5% | 0.3% | 0.4% | 1.5% | 0.2% | 0.0% | - | 1.1% | * | 0.0% | 0.0% | 0.3% | 1.2% |
| Continued HS | 3.7% | 2.9% | 2.4% | 1.5% | 2.7% | 0.0% | - | 2.2% | * | 6.7% | 6.1% | 2.3% | 1.2% |
| Dropped Out | 5.9% | 6.4% | 6.6% | 8.8% | 7.0% | 5.9% | - | 1.1% | * | 6.7% | 12.1% | 7.9% | 15.7% |
| Graduates and TxCHSE | 90.4% | 90.7% | 91.0% | 89.7% | 90.3% | 94.1% | - | 96.7% | * | 86.7% | 81.8% | 89.8% | 83.1% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | 93.4% | 91.2% | 93.0% | 94.1% | - | 98.9% | * | 93.3% | 87.9% | 92.1% | 84.3% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | 92.2% | 90.4% | 91.9% | 94.1% | - | 96.7% | * | 86.7% | 85.7% | 91.4% | 81.4% |
| Received TxCHSE | 0.5% | 0.3% | 0.4% | 1.5% | 0.2% | 0.0% | - | 1.1% | * | 0.0% | 0.0% | 0.3% | 1.2% |
| Continued HS | 1.3% | 0.5% | 0.7% | 0.7% | 0.5% | 0.0% | - | 1.1% | * | 6.7% | 4.8% | 0.7% | 0.0% |
| Dropped Out | 6.1% | 6.6% | 6.7% | 7.4% | 7.5% | 5.9% | - | 1.1% | * | 6.7% | 9.5% | 7.6% | 17.4% |
| Graduates and TxCHSE | 92.6% | 92.9% | 92.6% | 91.9% | 92.0% | 94.1% | - | 97.8% | * | 86.7% | 85.7% | 91.8% | 82.6% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | 93.3% | 92.6% | 92.5% | 94.1% | - | 98.9% | * | 93.3% | 90.5% | 92.4% | 82.6% |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | 92.9% | 94.1% | 92.1% | 92.9% | * | 98.0% | * | 80.0% | 88.0% | 92.8% | 79.6% |
| Received TxCHSE | 0.6% | 0.5% | 0.6% | 0.5% | 0.5% | 1.8% | * | 1.0% | * | 0.0% | 0.0% | 0.4% | 0.0% |
| Continued HS | 1.1% | 0.3% | 0.2% | 0.0% | 0.1% | 1.8% | * | 0.0% | * | 0.0% | 1.3% | 0.1% | 0.0% |
| Dropped Out | 6.1% | 6.7% | 6.3% | 5.3% | 7.3% | 3.6% | * | 1.0% | * | 20.0% | 10.7% | 6.7% | 20.4% |
| Graduates and TxCHSE | 92.8% | 93.0% | 93.5% | 94.7% | 92.6% | 94.6% | * | 99.0% | * | 80.0% | 88.0% | 93.2% | 79.6% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | 93.7% | 94.7% | 92.7% | 96.4% | * | 99.0% | * | 80.0% | 89.3% | 93.3% | 79.6% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | 93.1% | 94.1% | 92.3% | 94.6% | * | 98.0% | * | 80.0% | 89.3% | 92.9% | 79.6% |
| Received TxCHSE | 0.7% | 0.6% | 0.8% | 0.5% | 0.8% | 1.8% | * | 1.0% | * | 0.0% | 0.0% | 0.7% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.1% | 6.5% | 6.0% | 5.3% | 6.8% | 3.6% | * | 1.0% | * | 20.0% | 10.7% | 6.4% | 20.4% |
| Graduates and TxCHSE | 93.3% | 93.4% | 94.0% | 94.7% | 93.2% | 96.4% | * | 99.0% | * | 80.0% | 89.3% | 93.6% | 79.6% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | 94.0% | 94.7% | 93.2% | 96.4% | * | 99.0% | * | 80.0% | 89.3% | 93.6% | 79.6% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | 92.1% | 90.7% | 92.2% | 88.8% | - | 97.2% | * | 75.0% | 82.8% | 90.8% | 68.1% |
| Received TxCHSE | 0.7% | 0.7% | 0.6% | 1.0% | 0.5% | 0.0% | - | 0.0% | * | 12.5% | 1.7% | 0.5% | 2.1% |
| Continued HS | 0.6% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | - | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 6.8% | 7.4% | 8.2% | 7.4% | 11.3% | - | 2.8% | * | 12.5% | 15.5% | 8.7% | 29.8% |
| Graduates and TxCHSE | 93.2% | 93.2% | 92.6% | 91.8% | 92.6% | 88.8% | - | 97.2% | * | 87.5% | 84.5% | 91.3% | 70.2% |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | 92.6% | 91.8% | 92.6% | 88.8% | - | 97.2% | * | 87.5% | 84.5% | 91.3% | 70.2% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | 88.6% | 87.1% | 88.4% | 84.7% | * | 93.6% | * | 90.9% | 84.7% | 87.5% | 70.8% |
| Class of 2019 | 90.0% | 89.2% | 89.5% | 86.4% | 89.2% | 92.3% | - | 95.6% | * | 86.7% | 76.1% | 88.2% | 81.0% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | * | - | * | - | - | * | - | - | - | * | * |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | 5.0% | 6.4% | 5.4% | 4.0% | * | 2.0% | * | 0.0% | 16.4% | 5.6% | 11.1% |
| Class of 2019 | 4.2% | 0.9% | 0.1% | 0.0% | 0.2% | 0.0% | - | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.5% | 77.2% | 77.1% | 70.2% | 75.1% | 84.0% | * | 93.1% | * | 80.0% | 37.7% | 72.7% | 63.5% |
| Class of 2019 | 83.5% | 79.4% | 79.4% | 76.7% | 76.1% | 87.2% | - | 97.6% | * | 100.0% | 47.8% | 77.5% | 70.3% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 87.8% | 82.0% | 82.0% | 76.6% | 80.5% | 88.0% | * | 95.1% | * | 80.0% | 54.1% | 78.2% | 74.6% |
| Class of 2019 | 87.6% | 80.3% | 79.5% | 76.7% | 76.1% | 87.2% | - | 97.7% | * | 100.0% | 47.8% | 77.5% | 71.6% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | 0.0% | * | * | - | - | * | - | - | * | * | - |
| 2018-19 | 32.7% | 2.7% | 10.0% | * | 16.7% | * | - | * | - | - | * | 0.0% | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 4.8% | 6.2% | 5.2% | 3.9% | * | 2.0% | * | 0.0% | 16.1% | 5.5% | 10.9% |
| 2018-19 | 4.4% | 1.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 75.0% | 68.3% | 73.0% | 80.4% | * | 93.0% | * | 80.0% | 37.1% | 71.3% | 60.9% |
| 2018-19 | 82.1% | 76.7% | 76.6% | 72.4% | 74.0% | 87.5% | * | 89.6% | * | 92.9% | 42.3% | 75.1% | 68.3% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 79.4% | 74.0% | 77.8% | 84.3% | * | 94.1% | * | 80.0% | 52.4% | 76.7% | 71.9% |
| 2018-19 | 85.9% | 76.8% | 75.8% | 71.9% | 73.4% | 85.7% | * | 87.8% | * | 92.9% | 40.7% | 74.4% | 68.3% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 914 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 146 | 16.0% | 255 | 44,729 |
| Hispanic | 603 | 66.0% | 3,119 | 184,060 |
| White | 51 | 5.6% | 189 | 105,215 |
| American Indian | 2 | 0.2% | 7 | 1,226 |
| Asian | 101 | 11.1% | 140 | 17,126 |
| Pacific Islander | 1 | 0.1% | 2 | 557 |
| Two or More Races | 10 | 1.1% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 5 | 0.5% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 183 | 20.0% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 44 | 4.8% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 682 | 74.6% | 2,765 | 292,532 |
| Special Education Graduates | 63 | 6.9% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 604 | 66.1% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 64 | 7.0% | 407 | 29,639 |
| At-Risk Graduates | 339 | 37.1% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 50.0% | 41.1% | 47.8% | 56.9% | * | 73.3% | * | 50.0% | 88.9% | 48.5% | 42.2% |
| 2018-19 | 72.9% | 65.1% | 62.1% | 48.4% | 60.7% | 66.0% | * | 84.8% | * | 60.7% | 77.4% | 59.0% | 43.4% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 42.1% | 29.5% | 39.3% | 52.9% | * | 72.3% | * | 40.0% | 3.2% | 39.9% | 34.4% |
| 2018-19 | 53.0% | 45.6% | 45.6% | 29.7% | 43.6% | 48.0% | * | 75.8% | * | 42.9% | 4.8% | 42.7% | 24.6% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 56.2% | 50.0% | 52.9% | 70.6% | * | 78.2% | * | 70.0% | 4.8% | 54.3% | 28.1% |
| 2018-19 | 60.7% | 55.9% | 56.7% | 49.2% | 53.7% | 72.0% | * | 74.7% | * | 64.3% | 4.8% | 54.2% | 19.7% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 37.5% | 26.7% | 33.0% | 47.1% | * | 77.2% | * | 30.0% | 1.6% | 34.8% | 29.7% |
| 2018-19 | 48.6% | 45.1% | 45.6% | 29.7% | 42.0% | 48.0% | * | 84.8% | * | 42.9% | 8.1% | 43.1% | 37.7% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 33.9% | 25.3% | 29.2% | 47.1% | * | 69.3% | * | 30.0% | 1.6% | 31.1% | 21.9% |
| 2018-19 | 44.2% | 38.7% | 39.6% | 25.8% | 35.9% | 48.0% | * | 72.7% | * | 42.9% | 4.8% | 36.9% | 18.0% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 19.8% | 6.2% | 18.2% | 25.5% | * | 45.5% | * | 20.0% | 1.6% | 18.5% | 17.2% |
| 2018-19 | 21.1% | 19.6% | 20.1% | 7.0% | 18.1% | 22.0% | * | 45.5% | * | 35.7% | 0.0% | 19.2% | 9.8% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 10.2% | 8.2% | 10.3% | 7.8% | * | 13.9% | * | 10.0% | 0.0% | 9.6% | 1.6% |
| 2018-19 | 23.1% | 11.4% | 13.1% | 9.4% | 13.6% | 6.0% | * | 19.2% | * | 7.1% | 0.0% | 12.6% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 10.9% | 13.7% | 11.8% | 5.9% | * | 5.0% | * | 10.0% | 88.9% | 12.3% | 9.4% |
| 2018-19 | 40.4% | 33.5% | 27.1% | 26.6% | 27.2% | 28.0% | * | 27.3% | * | 28.6% | 77.4% | 27.1% | 21.3% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 4.0% | 4.1% | 4.3% | 2.0% | * | 4.0% | * | 0.0% | 0.0% | 4.6% | 1.6% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 1.5% | 1.6% | 1.4% | 0.0% | * | 3.0% | * | 0.0% | 0.0% | 1.8% | 0.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 4.4% | 5.5% | 4.8% | 3.9% | * | 1.0% | * | 0.0% | 52.4% | 4.8% | 4.7% |
| 2018-19 | 2.3% | 5.0% | 3.7% | 3.9% | 3.8% | 0.0% | * | 5.1% | * | 0.0% | 41.9% | 3.3% | 4.9% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 3.6% | 4.8% | 4.1% | 0.0% | * | 0.0% | * | 10.0% | 52.4% | 4.0% | 6.3% |
| 2018-19 | 2.7% | 3.1% | 2.5% | 3.9% | 2.4% | 4.0% | * | 1.0% | * | 0.0% | 35.5% | 2.6% | 1.6% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 9.3% | 8.9% | 10.6% | 3.9% | * | 5.9% | * | 0.0% | 3.2% | 8.3% | 4.7% |
| | 2018-19 | 33.4% | 24.3% | 17.4% | 16.4% | 19.0% | 16.0% | * | 11.1% | * | 7.1% | 0.0% | 17.2% | 6.6% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 7.7% | 6.8% | 7.3% | 3.9% | * | 13.9% | * | 0.0% | 1.6% | 7.3% | 4.7% |
| | 2018-19 | 24.7% | 24.1% | 17.3% | 14.8% | 18.3% | 8.0% | * | 20.2% | * | 7.1% | 4.8% | 16.6% | 18.0% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 3.2% | 2.7% | 3.5% | 0.0% | * | 4.0% | * | 0.0% | 1.6% | 2.6% | 3.1% |
| | 2018-19 | 18.8% | 14.0% | 7.4% | 5.5% | 8.4% | 4.0% | * | 5.1% | * | 7.1% | 0.0% | 6.8% | 1.6% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 4.9% | 5.5% | 5.5% | 3.9% | * | 2.0% | * | 0.0% | 0.0% | 5.1% | 12.5% |
| | 2018-19 | 5.1% | 8.0% | 2.1% | 2.3% | 2.4% | 2.0% | * | 0.0% | * | 0.0% | 0.0% | 1.5% | 4.9% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 5.4% | 5.5% | 6.0% | 5.9% | * | 2.0% | * | 0.0% | 0.0% | 5.5% | 12.5% |
| | 2018-19 | 7.3% | 5.7% | 3.0% | 3.1% | 3.5% | 2.0% | * | 1.0% | * | 0.0% | 0.0% | 2.4% | 9.8% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 4.9% | 5.5% | 5.5% | 3.9% | * | 2.0% | * | 0.0% | 0.0% | 5.1% | 12.5% |
| | 2018-19 | 2.6% | 2.3% | 1.0% | 0.8% | 1.2% | 2.0% | * | 0.0% | * | 0.0% | 0.0% | 0.4% | 4.9% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 19.4% | 9.7% | 15.2% | 27.0% | * | 55.9% | * | 27.3% | 1.1% | 17.6% | 7.0% |
| | 2019 | 25.2% | 24.4% | 23.2% | 11.2% | 20.1% | 23.6% | * | 57.9% | * | 32.0% | 0.6% | 20.7% | 8.5% |
| English Language Arts | 2020 | 12.7% | 9.9% | 14.1% | 7.1% | 10.7% | 21.6% | * | 41.3% | * | 22.7% | 0.6% | 12.1% | 0.0% |
| | 2019 | 14.5% | 13.8% | 16.4% | 9.5% | 13.6% | 19.8% | * | 40.6% | * | 24.0% | 0.6% | 14.1% | 0.0% |
| Mathematics | 2020 | 6.4% | 5.9% | 6.7% | 1.8% | 4.3% | 9.0% | * | 28.6% | * | 4.5% | 0.6% | 6.7% | 1.9% |
| | 2019 | 7.4% | 6.9% | 9.0% | 3.2% | 6.3% | 8.5% | * | 32.2% | * | 24.0% | 0.0% | 8.3% | 2.1% |
| Science | 2020 | 9.4% | 8.3% | 9.2% | 1.8% | 6.2% | 12.6% | * | 38.5% | * | 4.5% | 0.6% | 8.5% | 2.5% |
| | 2019 | 10.4% | 12.8% | 12.4% | 2.8% | 9.1% | 15.1% | * | 45.0% | * | 12.0% | 0.0% | 11.1% | 1.4% |
| Social Studies | 2020 | 12.4% | 8.4% | 9.2% | 3.5% | 6.0% | 13.5% | * | 35.2% | * | 13.6% | 0.6% | 8.3% | 0.0% |
| | 2019 | 13.9% | 11.5% | 11.3% | 4.2% | 7.7% | 17.0% | * | 40.1% | * | 16.0% | 0.6% | 10.4% | 0.7% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | 55.8% | 27.3% | 52.6% | 73.3% | - | 63.9% | - | 66.7% | * | 50.2% | 63.6% |
| | 2019 | 51.0% | 40.4% | 52.9% | 40.6% | 47.4% | 68.0% | - | 63.2% | - | 75.0% | * | 53.4% | 91.7% |
| English Language Arts | 2020 | 50.1% | 38.0% | 39.9% | 20.8% | 34.1% | 62.5% | - | 46.6% | - | 60.0% | * | 36.5% | - |
| | 2019 | 41.2% | 21.5% | 33.7% | 29.6% | 29.9% | 57.1% | - | 35.4% | - | 50.0% | * | 35.1% | - |
| Mathematics | 2020 | 56.5% | 47.6% | 54.5% | 50.0% | 44.4% | 60.0% | - | 62.3% | - | * | * | 54.0% | * |
| | 2019 | 52.2% | 50.1% | 62.0% | 66.7% | 57.1% | 66.7% | - | 64.6% | - | 83.3% | - | 58.0% | * |
| Science | 2020 | 47.6% | 32.2% | 51.4% | 50.0% | 43.6% | 64.3% | - | 56.1% | - | * | * | 46.8% | * |
| | 2019 | 40.6% | 20.9% | 37.4% | 37.5% | 26.8% | 50.0% | - | 48.4% | - | * | - | 37.0% | * |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|---------------|------------------|----------|--------|-----------------|--------|------------------|-------------------|------------|-------------|--------|
| Social Studies | 2020 | 52.3% | 32.7% | 42.0% | 16.7% | 30.3% | 60.0% | - | 53.3% | - | * | * | 35.5% | - |
| | 2019 | 46.3% | 28.3% | 39.5% | 41.7% | 31.6% | 44.4% | - | 46.9% | - | * | * | 38.9% | * |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 99.3% | 100.0% | 97.8% | 100.0% | * | 100.0% | * | 100.0% | 84.1% | 98.7% | 100.0% |
| | 2018-19 | 75.0% | 90.8% | 100.0% | 97.7% | 100.0% | 100.0% | * | 100.0% | * | 100.0% | 78.3% | 100.0% | 100.0% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 25.0% | 14.4% | 20.8% | 37.0% | * | 58.8% | * | 25.0% | 0.0% | 21.8% | 5.9% |
| | 2018-19 | 36.1% | 23.6% | 28.0% | 14.4% | 23.8% | 37.3% | * | 62.7% | * | 35.7% | 5.6% | 26.0% | 4.8% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 958 | 911 | 939 | 1019 | * | 1108 | * | 1025 | 740 | 940 | 840 |
| | 2018-19 | 1027 | 934 | 953 | 895 | 933 | 988 | * | 1112 | * | 1034 | 752 | 942 | 835 |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 479 | 458 | 470 | 513 | * | 539 | * | 529 | 360 | 470 | 410 |
| | 2018-19 | 517 | 465 | 476 | 455 | 467 | 496 | * | 534 | * | 514 | 380 | 469 | 403 |
| Mathematics | 2019-20 | 506 | 470 | 479 | 452 | 469 | 505 | * | 569 | * | 496 | 380 | 470 | 430 |
| | 2018-19 | 510 | 468 | 477 | 440 | 466 | 492 | * | 577 | * | 521 | 372 | 473 | 432 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 22.1 | 18.4 | 21.8 | 22.2 | - | 24.4 | - | * | - | 21.6 | * |
| | 2018-19 | 20.6 | 19.7 | 21.4 | 17.7 | 20.7 | 23.0 | - | 25.0 | - | * | * | 21.4 | - |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 21.9 | 18.2 | 21.7 | 21.8 | - | 24.0 | - | * | - | 21.1 | * |
| | 2018-19 | 20.3 | 19.1 | 20.9 | 17.3 | 20.3 | 22.4 | - | 24.4 | - | * | * | 20.9 | - |
| Mathematics | 2019-20 | 20.1 | 21.0 | 22.0 | 18.1 | 21.3 | 22.2 | - | 25.1 | - | * | - | 22.1 | * |
| | 2018-19 | 20.4 | 19.9 | 21.5 | 17.3 | 20.9 | 24.0 | - | 25.2 | - | * | * | 21.4 | - |
| Science | 2019-20 | 20.5 | 21.3 | 22.4 | 19.2 | 22.1 | 23.4 | - | 24.4 | - | * | - | 21.8 | * |
| | 2018-19 | 20.8 | 20.2 | 21.5 | 18.1 | 20.9 | 22.4 | - | 25.2 | - | * | * | 21.7 | - |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 41.0% | 32.7% | 38.7% | 45.1% | * | 65.7% | * | 50.0% | 13.5% | 38.8% | 24.0% |
| | 2018-19 | 44.6% | 39.1% | 38.8% | 26.1% | 37.5% | 42.1% | 0.0% | 66.1% | * | 46.0% | 9.0% | 37.3% | 23.0% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 20.0% | 17.9% | 18.0% | 21.6% | * | 34.8% | * | 24.4% | 5.2% | 18.8% | 6.9% |
| | 2018-19 | 17.8% | 17.3% | 16.9% | 11.6% | 15.8% | 17.2% | 0.0% | 31.8% | * | 18.0% | 4.2% | 16.0% | 10.9% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 20.0% | 14.1% | 18.9% | 20.9% | * | 37.0% | * | 19.0% | 1.4% | 19.1% | 9.2% |
| | 2018-19 | 20.4% | 17.0% | 17.0% | 10.2% | 15.9% | 16.6% | 0.0% | 33.9% | * | 30.0% | 0.7% | 16.0% | 7.6% |
| Science | 2019-20 | 22.4% | 12.4% | 9.7% | 4.7% | 8.0% | 11.9% | * | 27.0% | * | 9.1% | 1.2% | 9.2% | 2.9% |
| | 2018-19 | 21.7% | 12.7% | 9.5% | 3.1% | 8.0% | 12.2% | 0.0% | 27.6% | * | 12.2% | 0.7% | 8.8% | 2.2% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 18.5% | 11.7% | 16.0% | 20.0% | * | 46.0% | * | 17.5% | 0.3% | 17.1% | 1.5% |
| | 2018-19 | 23.6% | 17.2% | 19.8% | 10.7% | 16.8% | 23.9% | 0.0% | 50.8% | * | 22.4% | 0.6% | 18.0% | 1.1% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 46.8% | 50.0% | 47.6% | 54.9% | * | 34.7% | * | 50.0% | 38.1% | 48.3% | 20.3% |
| | 2018-19 | 59.0% | 50.6% | 44.9% | 43.0% | 46.7% | 38.0% | * | 40.4% | * | 50.0% | 30.6% | 46.7% | 34.4% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 58.7% | 51.6% | 56.1% | 54.0% | * | 83.8% | * | 64.3% | 26.1% | 59.1% | 50.0% |
| | 2017-18 | 53.4% | 52.3% | 62.4% | 55.2% | 61.9% | 48.1% | * | 87.2% | * | 54.5% | 33.8% | 60.2% | 43.9% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | 28.4% | 33.3% | 30.4% | * | - | 22.2% | * | * | - | 24.5% | * |
| | 2017-18 | 60.7% | 54.4% | 56.4% | 39.3% | 55.3% | 70.8% | * | 77.9% | * | 50.0% | 13.0% | 54.0% | 16.0% |

Texas Education Agency
2020-21 Student Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 3,873 | 100.0% | 50,547 | 5,359,040 | 3,877 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 921 | 23.8% | 7.9% | 8.1% | 921 | 23.8% | 7.9% | 8.1% |
| Grade 10 | 976 | 25.2% | 8.1% | 7.8% | 976 | 25.2% | 8.1% | 7.8% |
| Grade 11 | 981 | 25.3% | 7.7% | 7.2% | 981 | 25.3% | 7.7% | 7.2% |
| Grade 12 | 995 | 25.7% | 7.6% | 6.8% | 999 | 25.8% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 653 | 16.9% | 7.7% | 12.7% | 653 | 16.8% | 7.7% | 12.7% |
| Hispanic | 2,517 | 65.0% | 83.2% | 52.9% | 2,520 | 65.0% | 83.2% | 52.9% |
| White | 240 | 6.2% | 5.3% | 26.5% | 240 | 6.2% | 5.3% | 26.5% |
| American Indian | 3 | 0.1% | 0.1% | 0.3% | 3 | 0.1% | 0.1% | 0.3% |
| Asian | 404 | 10.4% | 3.0% | 4.7% | 405 | 10.4% | 3.0% | 4.7% |
| Pacific Islander | 3 | 0.1% | 0.1% | 0.2% | 3 | 0.1% | 0.1% | 0.2% |
| Two or More Races | 53 | 1.4% | 0.7% | 2.7% | 53 | 1.4% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 1,894 | 48.9% | 48.5% | 48.9% | 1,896 | 48.9% | 48.5% | 48.9% |
| Male | 1,979 | 51.1% | 51.5% | 51.1% | 1,981 | 51.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 2,736 | 70.6% | 83.8% | 60.3% | 2,739 | 70.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 1,137 | 29.4% | 16.2% | 39.7% | 1,138 | 29.4% | 16.3% | 39.8% |
| Section 504 Students | 246 | 6.4% | 5.8% | 7.2% | 246 | 6.3% | 5.7% | 7.2% |
| EB Students/EL | 388 | 10.0% | 30.0% | 20.7% | 389 | 10.0% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 66 | 1.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 179 | 4.6% | 4.6% | 4.5% | 179 | 4.6% | 4.6% | 4.5% |
| Foster Care | 1 | 0.0% | 0.1% | 0.3% | 1 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 23 | 0.6% | 0.8% | 1.1% | 23 | 0.6% | 0.8% | 1.1% |
| Immigrant | 94 | 2.4% | 2.8% | 2.0% | 94 | 2.4% | 2.8% | 2.0% |
| Migrant | 5 | 0.1% | 0.2% | 0.3% | 5 | 0.1% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 18 | 0.5% | 0.4% | 2.7% | 18 | 0.5% | 0.4% | 2.7% |
| At-Risk | 1,764 | 45.5% | 58.7% | 49.2% | 1,766 | 45.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 331 | 8.5% | 28.1% | 21.0% | 331 | 8.5% | 28.0% | 20.9% |
| Gifted and Talented Education | 250 | 6.5% | 5.6% | 8.3% | 250 | 6.4% | 5.6% | 8.3% |
| Special Education | 388 | 10.0% | 11.9% | 11.1% | 392 | 10.1% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 388 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 235 | 60.6% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 22 | 5.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 65 | 16.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 66 | 17.0% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 404 | 9.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 102 | 2.5% | 2.2% | 2.8% | | | | |
| Hispanic | 245 | 6.0% | 10.6% | 7.1% | | | | |
| White | 23 | 0.6% | 1.0% | 3.1% | | | | |
| American Indian | 2 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 23 | 0.6% | 0.2% | 0.4% | | | | |
| Pacific Islander | 1 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 8 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 29 | 7.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 57 | 14.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 294 | 10.6% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 243 | 8.1% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 0.2% | 2.4% | 4.7% | 0.0% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 16.4 | 14.9 | 15.7 |
| Foreign Languages | 15.7 | 19.5 | 17.8 |
| Mathematics | 19.2 | 16.4 | 16.9 |
| Science | 18.6 | 17.0 | 17.9 |
| Social Studies | 16.6 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 319.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 287.3 | 90.1% | 58.7% | 64.3% |
| Teachers | 239.1 | 75.0% | 45.1% | 49.6% |
| Professional Support | 34.1 | 10.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 14.1 | 4.4% | 2.3% | 3.0% |
| Educational Aides: | 31.7 | 9.9% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 3.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 11.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 143.7 | 45.0% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 36.4 | 15.2% | 9.9% | 11.1% |
| Hispanic | 59.8 | 25.0% | 38.0% | 28.4% |
| White | 128.1 | 53.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 12.3 | 5.1% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.5 | 1.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 105.9 | 44.3% | 24.8% | 23.8% |
| Females | 133.3 | 55.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.1 | 0.1% | 0.8% | 1.2% |
| Bachelors | 177.8 | 74.4% | 75.9% | 73.0% |
| Masters | 57.2 | 23.9% | 22.3% | 25.0% |
| Doctorate | 4.0 | 1.7% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.8 | 2.4% | 5.3% | 6.7% |
| 1-5 Years Experience | 59.5 | 24.9% | 30.1% | 27.8% |
| 6-10 Years Experience | 48.5 | 20.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 83.2 | 34.8% | 28.3% | 29.1% |
| 21-30 Years Experience | 32.6 | 13.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 9.4 | 3.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 16.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 5.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 5.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.1 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.9 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$54,428 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,400 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,001 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,664 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$64,437 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$69,186 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,012 | \$60,082 | \$57,641 |
| Professional Support | \$77,078 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$103,228 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.7 | 0.7% | 13.8% | 6.2% |
| Career and Technical Education | 22.4 | 9.4% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 149.4 | 62.5% | 63.3% | 71.0% |
| Special Education | 36.1 | 15.1% | 14.6% | 9.4% |
| Other | 29.5 | 12.3% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
DOBIE H S (101917004) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: TEGELER CAREER CENTER

Campus Number: 101917007

**2021 Accountability Rating: Not Rated: Declared State of Disaster
(evaluated with alternative education accountability provisions)**

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 45% | * | 44% | * | - | - | - | - | - | * | 44% | * | 43% | 40% |
| | 2019 | 76% | 74% | 46% | * | 44% | * | - | - | - | - | * | - | 41% | 80% | 47% | 47% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 17% | * | 16% | * | - | - | - | - | - | * | 15% | * | 17% | 10% |
| | 2019 | 49% | 43% | 13% | * | 9% | * | - | - | - | - | * | - | 15% | 0% | 11% | 13% |
| At Masters Grade Level | 2021 | 25% | 17% | 7% | * | 8% | * | - | - | - | - | - | * | 4% | * | 9% | 10% |
| | 2019 | 29% | 23% | 3% | * | 3% | * | - | - | - | - | * | - | 3% | 0% | 3% | 7% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 14% | * | 16% | * | - | - | - | - | - | * | 11% | * | 17% | 10% |
| | 2019 | 75% | 76% | 64% | * | 59% | * | - | - | - | - | * | - | 62% | 80% | 64% | 73% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 3% | * | 4% | * | - | - | - | - | - | * | 4% | * | 4% | 0% |
| | 2019 | 43% | 38% | 10% | * | 9% | * | - | - | - | - | * | - | 12% | 0% | 8% | 20% |
| At Masters Grade Level | 2021 | 12% | 5% | 0% | * | 0% | * | - | - | - | - | - | * | 0% | * | 0% | 0% |
| | 2019 | 17% | 9% | 3% | * | 3% | * | - | - | - | - | * | - | 3% | 0% | 3% | 7% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 41% | * | 44% | * | - | - | - | - | - | * | 41% | * | 39% | 50% |
| | 2019 | 70% | 67% | 56% | * | 56% | * | - | - | - | - | * | - | 50% | 100% | 58% | 60% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 7% | * | 8% | * | - | - | - | - | - | * | 4% | * | 9% | 0% |
| | 2019 | 42% | 34% | 8% | * | 6% | * | - | - | - | - | * | - | 9% | 0% | 8% | 7% |
| At Masters Grade Level | 2021 | 10% | 4% | 0% | * | 0% | * | - | - | - | - | - | * | 0% | * | 0% | 0% |
| | 2019 | 18% | 12% | 0% | * | 0% | * | - | - | - | - | * | - | 0% | 0% | 0% | 0% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 54% | * | 52% | * | - | - | - | - | * | * | 53% | 63% | 52% | 38% |
| | 2019 | 86% | 84% | 86% | 67% | 87% | * | - | - | - | * | * | * | 87% | 83% | 88% | 86% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 16% | * | 16% | * | - | - | - | - | * | * | 15% | 25% | 15% | 9% |
| | 2019 | 55% | 47% | 29% | 17% | 31% | * | - | - | - | * | * | * | 30% | 25% | 29% | 32% |
| At Masters Grade Level | 2021 | 21% | 14% | 1% | * | 0% | * | - | - | - | - | * | * | 0% | 13% | 2% | 0% |
| | 2019 | 28% | 21% | 5% | 0% | 4% | * | - | - | - | * | * | * | 4% | 8% | 2% | 4% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 34% | * | 37% | * | - | - | - | - | * | - | 32% | 57% | 35% | 25% |
| | 2019 | 88% | 90% | 65% | 50% | 67% | * | - | - | - | * | * | * | 67% | 58% | 66% | 71% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 4% | * | 5% | * | - | - | - | - | * | - | 5% | 0% | 3% | 0% |
| | 2019 | 57% | 58% | 11% | 17% | 9% | * | - | - | - | * | * | * | 11% | 8% | 10% | 4% |
| At Masters Grade Level | 2021 | 11% | 8% | 0% | * | 0% | * | - | - | - | - | * | - | 0% | 0% | 0% | 0% |
| | 2019 | 17% | 16% | 0% | 0% | 0% | * | - | - | - | * | * | * | 0% | 0% | 0% | 0% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 33% | * | 33% | * | - | - | - | - | * | * | 31% | 50% | 34% | 25% |
| | 2019 | 81% | 78% | 57% | 50% | 58% | * | - | - | - | * | * | * | 58% | 50% | 57% | 46% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 3% | * | 2% | * | - | - | - | - | * | * | 2% | 13% | 2% | 0% |
| | 2019 | 51% | 44% | 12% | 17% | 13% | * | - | - | - | * | * | * | 11% | 17% | 14% | 11% |
| At Masters Grade Level | 2021 | 24% | 12% | 1% | * | 0% | * | - | - | - | - | * | * | 0% | 13% | 2% | 0% |
| | 2019 | 25% | 17% | 2% | 0% | 2% | * | - | - | - | * | * | * | 0% | 8% | 2% | 0% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 31% | * | 31% | * | - | - | - | - | * | * | 27% | 63% | 30% | 13% |
| | 2019 | 69% | 68% | 57% | 50% | 58% | * | - | - | - | * | * | * | 57% | 58% | 59% | 50% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 1% | * | 0% | * | - | - | - | - | * | * | 0% | 13% | 2% | 0% |
| | 2019 | 37% | 34% | 6% | 33% | 4% | * | - | - | - | * | * | * | 8% | 0% | 5% | 4% |
| At Masters Grade Level | 2021 | 14% | 6% | 0% | * | 0% | * | - | - | - | - | * | * | 0% | 0% | 0% | 0% |
| | 2019 | 21% | 17% | 2% | 0% | 2% | * | - | - | - | * | * | * | 2% | 0% | 2% | 0% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 36% | 60% | 32% | * | - | - | - | - | * | * | 38% | * | 37% | 19% |
| | 2019 | 68% | 60% | 50% | * | 49% | * | * | - | - | - | * | * | 49% | 67% | 53% | 45% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 16% | 0% | 14% | * | - | - | - | - | * | * | 17% | * | 14% | 6% |
| | 2019 | 50% | 42% | 24% | * | 23% | * | * | - | - | - | * | * | 24% | 17% | 24% | 22% |
| At Masters Grade Level | 2021 | 12% | 8% | 0% | 0% | 0% | * | - | - | - | - | * | * | 0% | * | 0% | 0% |
| | 2019 | 11% | 6% | 0% | * | 0% | * | * | - | - | - | * | * | 0% | 0% | 0% | 0% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 59% | 80% | 56% | * | - | - | - | * | 50% | * | 59% | 60% | 61% | 26% |
| | 2019 | 68% | 61% | 43% | * | 42% | * | * | - | - | - | * | * | 42% | * | 43% | 33% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 57% | 53% | 38% | 80% | 32% | * | - | - | - | * | 33% | * | 36% | 60% | 36% | 9% |
| | 2019 | 49% | 41% | 18% | * | 17% | * | * | - | - | - | * | * | 17% | * | 18% | 11% |
| At Masters Grade Level | 2021 | 11% | 9% | 0% | 0% | 0% | * | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 8% | 5% | 0% | * | 0% | * | * | - | - | - | * | * | 0% | * | 0% | 0% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 97% | * | 96% | * | - | - | - | - | * | * | 96% | * | 96% | 93% |
| | 2019 | 85% | 90% | 98% | * | 98% | * | - | - | - | - | * | * | 98% | * | 98% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 77% | * | 75% | * | - | - | - | - | * | * | 79% | * | 77% | 69% |
| | 2019 | 61% | 73% | 79% | * | 78% | * | - | - | - | - | * | * | 78% | * | 81% | 80% |
| At Masters Grade Level | 2021 | 23% | 29% | 37% | * | 34% | * | - | - | - | - | * | * | 37% | * | 36% | 21% |
| | 2019 | 37% | 46% | 37% | * | 36% | * | - | - | - | - | * | * | 34% | * | 36% | 43% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 61% | 40% | 62% | * | - | - | - | - | * | * | 63% | * | 64% | 48% |
| | 2019 | 88% | 87% | 75% | * | 77% | * | - | - | - | - | * | * | 78% | 40% | 77% | 86% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 24% | 40% | 22% | * | - | - | - | - | * | * | 25% | * | 25% | 17% |
| | 2019 | 62% | 60% | 22% | * | 20% | * | - | - | - | - | * | * | 22% | 20% | 22% | 14% |
| At Masters Grade Level | 2021 | 22% | 20% | 0% | 0% | 0% | * | - | - | - | - | * | * | 0% | * | 0% | 0% |
| | 2019 | 25% | 21% | 3% | * | 2% | * | - | - | - | - | * | * | 3% | 0% | 3% | 0% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 77% | * | 75% | * | - | - | - | * | * | * | 77% | - | 77% | 75% |
| | 2019 | 93% | 92% | 92% | * | 90% | 100% | * | - | - | - | * | - | 91% | * | 92% | 89% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 58% | * | 58% | * | - | - | - | * | * | * | 58% | - | 56% | 50% |
| | 2019 | 73% | 73% | 49% | * | 46% | 80% | * | - | - | - | * | - | 49% | * | 50% | 37% |
| At Masters Grade Level | 2021 | 43% | 35% | 19% | * | 15% | * | - | - | - | * | * | * | 19% | - | 13% | 6% |
| | 2019 | 45% | 42% | 10% | * | 8% | 40% | * | - | - | - | * | - | 10% | * | 8% | 5% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | 50% | 49% | 66% | - | - | - | * | 42% | 73% | 49% | 53% | 50% | 37% |
| | 2019 | 78% | 76% | 66% | 60% | 65% | 81% | * | - | - | * | 59% | 100% | 65% | 69% | 67% | 64% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 28% | 21% | 44% | - | - | - | * | 19% | 47% | 23% | 20% | 22% | 14% |
| | 2019 | 50% | 45% | 25% | 26% | 23% | 47% | * | - | - | * | 30% | 17% | 25% | 19% | 25% | 22% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

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| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 8% | 4% | 16% | - | - | - | * | 4% | 27% | 5% | 8% | 5% | 3% |
| | 2019 | 24% | 18% | 5% | 2% | 5% | 17% | * | - | - | * | 7% | 8% | 5% | 6% | 5% | 5% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 49% | 67% | 46% | 82% | - | - | - | * | 33% | 60% | 49% | 47% | 49% | 29% |
| | 2019 | 75% | 72% | 56% | 59% | 54% | 91% | * | - | - | * | 30% | * | 54% | 74% | 57% | 51% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 33% | 20% | 45% | - | - | - | * | 17% | 40% | 22% | 32% | 21% | 8% |
| | 2019 | 48% | 42% | 22% | 18% | 21% | 55% | * | - | - | * | 10% | * | 22% | 22% | 22% | 20% |
| At Masters Grade Level | 2021 | 18% | 12% | 1% | 0% | 1% | 9% | - | - | - | * | 0% | 20% | 0% | 11% | 1% | 1% |
| | 2019 | 21% | 15% | 1% | 0% | 1% | 9% | * | - | - | * | 0% | * | 1% | 4% | 1% | 2% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | 44% | 56% | 43% | - | - | - | - | 40% | * | 53% | 67% | 56% | 51% |
| | 2019 | 82% | 82% | 77% | 79% | 77% | 78% | - | - | - | * | 80% | * | 78% | 71% | 78% | 84% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | 33% | 31% | 43% | - | - | - | - | 40% | * | 34% | 8% | 32% | 28% |
| | 2019 | 52% | 47% | 36% | 43% | 35% | 44% | - | - | - | * | 60% | * | 38% | 24% | 37% | 38% |
| At Masters Grade Level | 2021 | 18% | 11% | 14% | 22% | 13% | 29% | - | - | - | - | 0% | * | 15% | 8% | 14% | 8% |
| | 2019 | 26% | 21% | 14% | 7% | 15% | 22% | - | - | - | * | 20% | * | 14% | 14% | 14% | 19% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 41% | * | 44% | * | - | - | - | - | - | * | 41% | * | 39% | 50% |
| | 2019 | 68% | 66% | 56% | * | 56% | * | - | - | - | - | * | - | 50% | 100% | 58% | 60% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 7% | * | 8% | * | - | - | - | - | - | * | 4% | * | 9% | 0% |
| | 2019 | 38% | 32% | 8% | * | 6% | * | - | - | - | - | * | - | 9% | 0% | 8% | 7% |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | * | 0% | * | - | - | - | - | - | * | 0% | * | 0% | 0% |
| | 2019 | 14% | 10% | 0% | * | 0% | * | - | - | - | - | * | - | 0% | 0% | 0% | 0% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 47% | 29% | 47% | 67% | - | - | - | - | 40% | * | 47% | 40% | 48% | 36% |
| | 2019 | 81% | 80% | 66% | 40% | 68% | 71% | - | - | - | * | * | * | 69% | 47% | 67% | 68% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 13% | 29% | 11% | 33% | - | - | - | - | 0% | * | 13% | 10% | 13% | 8% |
| | 2019 | 54% | 50% | 17% | 10% | 16% | 43% | - | - | - | * | * | * | 17% | 18% | 18% | 13% |

Texas Education Agency
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TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

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| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 1% | 0% | 0% | 17% | - | - | - | - | 0% | * | 0% | 10% | 1% | 0% |
| | 2019 | 25% | 19% | 2% | 0% | 2% | 14% | - | - | - | * | * | * | 2% | 6% | 2% | 0% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 50% | 50% | 48% | 71% | - | - | - | * | * | * | 49% | 63% | 48% | 33% |
| | 2019 | 81% | 80% | 75% | 63% | 75% | 75% | * | - | - | * | 100% | * | 76% | 69% | 75% | 66% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 25% | 17% | 23% | 57% | - | - | - | * | * | * | 26% | 13% | 23% | 17% |
| | 2019 | 55% | 54% | 29% | 38% | 26% | 50% | * | - | - | * | 50% | * | 31% | 13% | 28% | 17% |
| At Masters Grade Level | 2021 | 29% | 21% | 8% | 17% | 6% | 14% | - | - | - | * | * | * | 8% | 0% | 5% | 2% |
| | 2019 | 33% | 30% | 6% | 0% | 5% | 25% | * | - | - | * | 17% | * | 7% | 0% | 5% | 2% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 58 | * | 54 | * | - | - | - | - | * | - | 54 | 80 | 57 | 57 |
| | 2018 | 76 | 77 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 7 Mathematics | 2019 | 62 | 57 | 66 | * | 61 | * | - | - | - | - | * | - | 61 | 100 | 66 | 68 |
| | 2018 | 67 | 65 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 78 | 67 | 77 | * | - | - | - | * | * | * | 75 | 90 | 79 | 77 |
| | 2018 | 79 | 78 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| Grade 8 Mathematics | 2019 | 82 | 87 | 67 | 58 | 69 | * | - | - | - | * | * | * | 71 | 45 | 67 | 68 |
| | 2018 | 81 | 86 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| End of Course English II | 2019 | 69 | 68 | 57 | * | 57 | * | - | - | - | - | * | * | 57 | * | 56 | 54 |
| | 2018 | 67 | 65 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| End of Course Algebra I | 2019 | 75 | 88 | 95 | * | 95 | * | - | - | - | - | * | * | 94 | * | 94 | 94 |
| | 2018 | 72 | 68 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades Both Subjects | 2019 | 69 | 69 | 72 | 75 | 71 | 81 | - | - | - | * | 70 | 67 | 71 | 77 | 72 | 73 |
| | 2018 | 69 | 68 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades ELA/Reading | 2019 | 68 | 68 | 67 | 67 | 65 | 90 | - | - | - | * | 60 | * | 64 | 84 | 66 | 66 |
| | 2018 | 69 | 68 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades Mathematics | 2019 | 70 | 70 | 76 | 82 | 76 | 75 | - | - | - | * | 80 | * | 77 | 71 | 77 | 78 |
| | 2018 | 70 | 69 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | - | - | - | - | - | - | 38% | - | 38% | * | 33% | 59% | 37% | - |
| | 2019 | 78% | 76% | 66% | - | - | - | - | - | - | 59% | 50% | 59% | | 21% | | 56% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | - | - | - | - | - | - | 14% | - | 14% | * | 18% | 29% | 14% | - |
| | 2019 | 50% | 45% | 25% | - | - | - | - | - | - | 20% | 20% | 20% | | 0% | | 19% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | - | - | - | - | - | - | 2% | - | 2% | * | 9% | 7% | 3% | - |
| | 2019 | 24% | 18% | 5% | - | - | - | - | - | - | 5% | 0% | 5% | | 0% | | 5% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 49% | - | - | - | - | - | - | 29% | - | 29% | * | 25% | 64% | 29% | - |
| | 2019 | 75% | 72% | 56% | - | - | - | - | - | - | 43% | 0% | 46% | | 14% | | 41% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | - | - | - | - | - | - | 7% | - | 7% | * | 17% | 33% | 8% | - |
| | 2019 | 48% | 42% | 22% | - | - | - | - | - | - | 14% | 0% | 15% | | 0% | | 13% | |
| At Masters Grade Level | 2021 | 18% | 12% | 1% | - | - | - | - | - | - | 1% | - | 1% | * | 0% | 1% | 1% | - |
| | 2019 | 21% | 15% | 1% | - | - | - | - | - | - | 1% | 0% | 1% | | 0% | | 1% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | - | - | - | - | - | - | 50% | - | 50% | * | 56% | 58% | 51% | - |
| | 2019 | 82% | 82% | 77% | - | - | - | - | - | - | 85% | * | 85% | | * | | 81% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | - | - | - | - | - | - | 27% | - | 27% | * | 33% | 35% | 28% | - |
| | 2019 | 52% | 47% | 36% | - | - | - | - | - | - | 44% | * | 45% | | * | | 42% | |
| At Masters Grade Level | 2021 | 18% | 11% | 14% | - | - | - | - | - | - | 5% | - | 5% | * | 33% | 19% | 8% | - |
| | 2019 | 26% | 21% | 14% | - | - | - | - | - | - | 20% | * | 20% | | * | | 19% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 41% | - | - | - | - | - | - | 50% | - | 50% | - | * | 37% | 50% | - |
| | 2019 | 68% | 66% | 56% | - | - | - | - | - | - | * | - | * | | * | | * | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 7% | - | - | - | - | - | - | 0% | - | 0% | - | * | 11% | 0% | - |
| | 2019 | 38% | 32% | 8% | - | - | - | - | - | - | * | - | * | | * | | * | |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | - | - | - | - | - | - | 0% | - | 0% | - | * | 0% | 0% | - |
| | 2019 | 14% | 10% | 0% | - | - | - | - | - | - | * | - | * | | * | | * | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 47% | - | - | - | - | - | - | 37% | - | 37% | * | 29% | 56% | 36% | - |
| | 2019 | 81% | 80% | 66% | - | - | - | - | - | - | 65% | * | 64% | | * | | 64% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 13% | - | - | - | - | - | - | 7% | - | 7% | * | 14% | 17% | 8% | - |
| | 2019 | 54% | 50% | 17% | - | - | - | - | - | - | 12% | * | 10% | | * | | 11% | |
| At Masters Grade Level | 2021 | 20% | 12% | 1% | - | - | - | - | - | - | 0% | - | 0% | * | 0% | 1% | 0% | - |
| | 2019 | 25% | 19% | 2% | - | - | - | - | - | - | 0% | * | 0% | | * | | 0% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 50% | - | - | - | - | - | - | 36% | - | 36% | * | * | 62% | 33% | - |
| | 2019 | 81% | 80% | 75% | - | - | - | - | - | - | 63% | * | 59% | | * | | 63% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 25% | - | - | - | - | - | - | 18% | - | 18% | * | * | 31% | 17% | - |
| | 2019 | 55% | 54% | 29% | - | - | - | - | - | - | 19% | * | 17% | | * | | 17% | |
| At Masters Grade Level | 2021 | 29% | 21% | 8% | - | - | - | - | - | - | 2% | - | 2% | * | * | 12% | 2% | - |
| | 2019 | 33% | 30% | 6% | - | - | - | - | - | - | 3% | * | 3% | | * | | 3% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 98% | 97% | 76% | - | - | - | 100% | 88% | 100% | 97% | 89% | 96% | 100% |
| Included in Accountability | 83% | 88% | 90% | 89% | 91% | 76% | - | - | - | 29% | 79% | 100% | 93% | 63% | 89% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 9% | 3% | 0% | - | - | - | 71% | 9% | 0% | 1% | 26% | 4% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 3% | 0% | - | - | - | 0% | 0% | 0% | 3% | 0% | 2% | 6% |
| Not Tested | 12% | 6% | 4% | 2% | 3% | 24% | - | - | - | 0% | 12% | 0% | 3% | 11% | 4% | 0% |
| Absent | 2% | 2% | 2% | 0% | 2% | 7% | - | - | - | 0% | 0% | 0% | 2% | 4% | 2% | 0% |
| Other | 10% | 4% | 2% | 2% | 1% | 17% | - | - | - | 0% | 12% | 0% | 1% | 7% | 2% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 92% | * | * | - | * | 100% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 94% | 94% | 89% | 79% | 91% | 73% | * | * | - | * | 75% | 100% | 92% | 70% | 90% | 93% |
| Not Included in Accountability: Mobile | 4% | 3% | 9% | 21% | 7% | 18% | * | * | - | * | 22% | 0% | 5% | 29% | 7% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 2% | 0% | * | * | - | * | 3% | 0% | 2% | 0% | 1% | 3% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 8% | * | * | - | * | 0% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 4% | * | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 1% | 0% | 1% | 4% | * | * | - | * | 0% | 0% | 1% | 1% | 1% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 97.9% | 98.0% | 98.0% | 96.8% | * | - | - | * | 98.7% | 97.8% | 98.6% |
| 2018-19 | 95.4% | 94.4% | 92.6% | 93.2% | 92.8% | 89.6% | * | - | - | * | 86.9% | 92.9% | 93.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 9.5% | 13.6% | 8.4% | 22.7% | * | - | - | * | 6.3% | 9.9% | 5.8% |
| 2018-19 | 11.4% | 15.3% | 25.6% | 16.7% | 24.7% | 50.0% | * | - | - | * | 43.8% | 25.0% | 23.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 1.3% | 0.0% | 1.5% | 0.0% | * | - | - | * | 0.0% | 1.0% | 1.4% |
| 2018-19 | 1.9% | 1.7% | 3.1% | 0.0% | 3.0% | 5.6% | * | - | - | - | 9.1% | 3.8% | 2.9% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 70.8% | * | 77.6% | 20.0% | * | - | - | - | * | 69.8% | 73.3% |
| 2018-19 | 4.4% | 1.0% | 2.8% | * | 1.6% | 16.7% | - | - | - | - | * | 0.0% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 13.8% | * | 8.6% | 60.0% | * | - | - | - | * | 11.6% | 0.0% |
| 2018-19 | 82.1% | 76.7% | 81.7% | * | 84.4% | 66.7% | - | - | - | - | * | 86.4% | 84.2% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 84.6% | * | 86.2% | 80.0% | * | - | - | - | * | 81.4% | 73.3% |
| 2018-19 | 85.9% | 76.8% | 84.5% | * | 85.9% | 83.3% | - | - | - | - | * | 86.4% | 84.2% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 65 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 1 | 1.5% | 255 | 44,729 |
| Hispanic | 58 | 89.2% | 3,119 | 184,060 |
| White | 5 | 7.7% | 189 | 105,215 |
| American Indian | 1 | 1.5% | 7 | 1,226 |
| Asian | 0 | 0.0% | 140 | 17,126 |
| Pacific Islander | 0 | 0.0% | 2 | 557 |
| Two or More Races | 0 | 0.0% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 10 | 15.4% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 46 | 70.8% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 9 | 13.8% | 2,765 | 292,532 |
| Special Education Graduates | 4 | 6.2% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 43 | 66.2% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 15 | 23.1% | 407 | 29,639 |
| At-Risk Graduates | 61 | 93.8% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 80.0% | * | 82.8% | 80.0% | * | - | - | - | * | 76.7% | 80.0% |
| 2018-19 | 72.9% | 65.1% | 81.7% | * | 80.5% | 91.7% | - | - | - | - | * | 81.4% | 84.2% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 75.4% | * | 81.0% | 40.0% | * | - | - | - | * | 74.4% | 73.3% |
| 2018-19 | 53.0% | 45.6% | 78.9% | * | 78.1% | 83.3% | - | - | - | - | * | 79.7% | 78.9% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 89.2% | * | 89.7% | 100.0% | * | - | - | - | * | 86.0% | 80.0% |
| 2018-19 | 60.7% | 55.9% | 93.0% | * | 92.2% | 100.0% | - | - | - | - | * | 94.9% | 94.7% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 80.0% | * | 86.2% | 40.0% | * | - | - | - | * | 81.4% | 86.7% |
| 2018-19 | 48.6% | 45.1% | 81.7% | * | 81.3% | 83.3% | - | - | - | - | * | 81.4% | 78.9% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 73.8% | * | 79.3% | 40.0% | * | - | - | - | * | 72.1% | 73.3% |
| 2018-19 | 44.2% | 38.7% | 78.9% | * | 78.1% | 83.3% | - | - | - | - | * | 79.7% | 78.9% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | * | 0.0% | 0.0% |
| 2018-19 | 21.1% | 19.6% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | * | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.5% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 1.5% | * | 1.7% | 0.0% | * | - | - | - | * | 2.3% | 0.0% |
| 2018-19 | 23.1% | 11.4% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | * | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 16.9% | * | 12.1% | 80.0% | * | - | - | - | * | 11.6% | 20.0% |
| 2018-19 | 40.4% | 33.5% | 16.9% | * | 15.6% | 33.3% | - | - | - | - | * | 14.4% | 13.2% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 12.3% | * | 12.1% | 20.0% | * | - | - | - | * | 9.3% | 20.0% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | * | 0.0% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | * | 0.0% | 0.0% |
| 2018-19 | 2.3% | 5.0% | 0.0% | * | 0.0% | 0.0% | - | - | - | - | * | 0.0% | 0.0% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 6.2% | * | 1.7% | 60.0% | * | - | - | - | * | 2.3% | 0.0% |
| 2018-19 | 2.7% | 3.1% | 1.4% | * | 0.0% | 16.7% | - | - | - | - | * | 0.0% | 0.0% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 15.4% | * | 13.8% | 40.0% | * | - | - | - | * | 14.0% | 0.0% |
| | 2018-19 | 33.4% | 24.3% | 18.3% | * | 14.1% | 50.0% | - | - | - | - | * | 16.9% | 5.3% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 3.1% | * | 3.4% | 0.0% | * | - | - | - | * | 4.7% | 0.0% |
| | 2018-19 | 24.7% | 24.1% | 2.8% | * | 3.1% | 0.0% | - | - | - | - | * | 1.7% | 0.0% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 3.1% | * | 3.4% | 0.0% | * | - | - | - | * | 4.7% | 0.0% |
| | 2018-19 | 18.8% | 14.0% | 1.4% | * | 1.6% | 0.0% | - | - | - | - | * | 1.7% | 0.0% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 73.8% | * | 75.9% | 60.0% | * | - | - | - | * | 72.1% | 80.0% |
| | 2018-19 | 5.1% | 8.0% | 93.0% | * | 92.2% | 100.0% | - | - | - | - | * | 94.9% | 94.7% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 76.9% | * | 84.5% | 20.0% | * | - | - | - | * | 79.1% | 86.7% |
| | 2018-19 | 7.3% | 5.7% | 80.3% | * | 79.7% | 83.3% | - | - | - | - | * | 81.4% | 78.9% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 60.0% | * | 65.5% | 20.0% | * | - | - | - | * | 58.1% | 73.3% |
| | 2018-19 | 2.6% | 2.3% | 77.5% | * | 76.6% | 83.3% | - | - | - | - | * | 79.7% | 78.9% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| | 2019 | 25.2% | 24.4% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| English Language Arts | 2020 | 12.7% | 9.9% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| | 2019 | 14.5% | 13.8% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| Mathematics | 2020 | 6.4% | 5.9% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| | 2019 | 7.4% | 6.9% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| Science | 2020 | 9.4% | 8.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| | 2019 | 10.4% | 12.8% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| Social Studies | 2020 | 12.4% | 8.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| | 2019 | 13.9% | 11.5% | 0.0% | * | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | - | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 51.0% | 40.4% | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | 2020 | 50.1% | 38.0% | - | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 41.2% | 21.5% | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2020 | 56.5% | 47.6% | - | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 52.2% | 50.1% | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2020 | 47.6% | 32.2% | - | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 40.6% | 20.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Social Studies | 2020 | 52.3% | 32.7% | - | - | - | - | - | - | - | - | - | - | - |
| | 2019 | 46.3% | 28.3% | - | - | - | - | - | - | - | - | - | - | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 7.7% | * | 6.9% | 20.0% | * | - | - | - | * | 9.3% | 0.0% |
| | 2018-19 | 75.0% | 90.8% | 2.8% | * | 1.6% | 16.7% | - | - | - | - | * | 3.3% | 5.3% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 40.0% | - | * | * | - | - | - | - | - | * | - |
| | 2018-19 | 36.1% | 23.6% | * | - | * | * | - | - | - | - | - | * | * |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 974 | - | * | * | - | - | - | - | - | * | - |
| | 2018-19 | 1027 | 934 | * | - | * | * | - | - | - | - | - | * | * |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 490 | - | * | * | - | - | - | - | - | * | - |
| | 2018-19 | 517 | 465 | * | - | * | * | - | - | - | - | - | * | * |
| Mathematics | 2019-20 | 506 | 470 | 484 | - | * | * | - | - | - | - | - | * | - |
| | 2018-19 | 510 | 468 | * | - | * | * | - | - | - | - | - | * | * |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | - | - | - | - | - | - | - | - | - | - | - |
| | 2018-19 | 20.6 | 19.7 | - | - | - | - | - | - | - | - | - | - | - |
| English Language Arts | 2019-20 | 19.9 | 20.7 | - | - | - | - | - | - | - | - | - | - | - |
| | 2018-19 | 20.3 | 19.1 | - | - | - | - | - | - | - | - | - | - | - |
| Mathematics | 2019-20 | 20.1 | 21.0 | - | - | - | - | - | - | - | - | - | - | - |
| | 2018-19 | 20.4 | 19.9 | - | - | - | - | - | - | - | - | - | - | - |
| Science | 2019-20 | 20.5 | 21.3 | - | - | - | - | - | - | - | - | - | - | - |
| | 2018-19 | 20.8 | 20.2 | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 9.8% | 11.8% | 9.5% | 14.3% | * | - | - | * | 7.7% | 8.6% | 5.7% |
| | 2018-19 | 44.6% | 39.1% | 11.3% | 0.0% | 12.9% | 0.0% | * | - | - | - | 11.1% | 11.7% | 9.7% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 17.8% | 17.3% | 0.4% | 0.0% | 0.5% | 0.0% | * | - | - | - | 0.0% | 0.5% | 0.0% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 20.4% | 17.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| Science | 2019-20 | 22.4% | 12.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 21.7% | 12.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 23.6% | 17.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | - | 0.0% | 0.0% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 47.7% | * | 48.3% | 40.0% | * | - | - | - | * | 46.5% | 53.3% |
| | 2018-19 | 59.0% | 50.6% | 43.7% | * | 42.2% | 66.7% | - | - | - | - | * | 39.0% | 36.8% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 31.0% | * | 31.3% | 33.3% | - | - | - | - | * | 35.0% | 36.8% |
| | 2017-18 | 53.4% | 52.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | - | - | - | - | - | - | - | - | - | - | - |
| | 2017-18 | 60.7% | 54.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Student Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 324 | 100.0% | 50,547 | 5,359,040 | 324 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 32 | 9.9% | 7.8% | 7.9% | 32 | 9.9% | 7.8% | 7.8% |
| Grade 8 | 72 | 22.2% | 8.1% | 7.9% | 72 | 22.2% | 8.1% | 7.9% |
| Grade 9 | 60 | 18.5% | 7.9% | 8.1% | 60 | 18.5% | 7.9% | 8.1% |
| Grade 10 | 67 | 20.7% | 8.1% | 7.8% | 67 | 20.7% | 8.1% | 7.8% |
| Grade 11 | 48 | 14.8% | 7.7% | 7.2% | 48 | 14.8% | 7.7% | 7.2% |
| Grade 12 | 45 | 13.9% | 7.6% | 6.8% | 45 | 13.9% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 21 | 6.5% | 7.7% | 12.7% | 21 | 6.5% | 7.7% | 12.7% |
| Hispanic | 279 | 86.1% | 83.2% | 52.9% | 279 | 86.1% | 83.2% | 52.9% |
| White | 21 | 6.5% | 5.3% | 26.5% | 21 | 6.5% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.9% | 0.7% | 2.7% | 3 | 0.9% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 180 | 55.6% | 48.5% | 48.9% | 180 | 55.6% | 48.5% | 48.9% |
| Male | 144 | 44.4% | 51.5% | 51.1% | 144 | 44.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 272 | 84.0% | 83.8% | 60.3% | 272 | 84.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 52 | 16.0% | 16.2% | 39.7% | 52 | 16.0% | 16.3% | 39.8% |
| Section 504 Students | 43 | 13.3% | 5.8% | 7.2% | 43 | 13.3% | 5.7% | 7.2% |
| EB Students/EL | 117 | 36.1% | 30.0% | 20.7% | 117 | 36.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 11 | 2.9% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 26 | 8.0% | 4.6% | 4.5% | 26 | 8.0% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 2 | 0.6% | 0.8% | 1.1% | 2 | 0.6% | 0.8% | 1.1% |
| Immigrant | 0 | 0.0% | 2.8% | 2.0% | 0 | 0.0% | 2.8% | 2.0% |
| Migrant | 2 | 0.6% | 0.2% | 0.3% | 2 | 0.6% | 0.2% | 0.3% |
| Title I | 102 | 31.5% | 68.6% | 64.5% | 102 | 31.5% | 68.5% | 64.5% |
| Military Connected | 1 | 0.3% | 0.4% | 2.7% | 1 | 0.3% | 0.4% | 2.7% |
| At-Risk | 297 | 91.7% | 58.7% | 49.2% | 297 | 91.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 106 | 32.7% | 28.1% | 21.0% | 106 | 32.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 1 | 0.3% | 5.6% | 8.3% | 1 | 0.3% | 5.6% | 8.3% |
| Special Education | 13 | 4.0% | 11.9% | 11.1% | 13 | 4.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 13 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 8 | 61.5% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | 18.2% | 21.3% | | | | |
| Students with Autism | * | * | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 45 | 12.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 0.5% | 2.2% | 2.8% | | | | |
| Hispanic | 39 | 10.4% | 10.6% | 7.1% | | | | |
| White | 4 | 1.1% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 0 | 0.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 14 | 9.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 43 | 13.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 43 | 14.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.0% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | 0.0% | 2.4% | 4.7% | 0.0% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 12.2 | 14.9 | 15.7 |
| Foreign Languages | 9.7 | 19.5 | 17.8 |
| Mathematics | 11.0 | 16.4 | 16.9 |
| Science | 11.6 | 17.0 | 17.9 |
| Social Studies | 11.7 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 45.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 43.8 | 96.3% | 58.7% | 64.3% |
| Teachers | 36.4 | 80.0% | 45.1% | 49.6% |
| Professional Support | 5.4 | 11.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 4.4% | 2.3% | 3.0% |
| Educational Aides: | 1.7 | 3.7% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 14.9 | 32.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.5 | 12.4% | 9.9% | 11.1% |
| Hispanic | 5.6 | 15.5% | 38.0% | 28.4% |
| White | 24.2 | 66.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 5.5% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 11.1 | 30.4% | 24.8% | 23.8% |
| Females | 25.3 | 69.6% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.5 | 1.3% | 0.8% | 1.2% |
| Bachelors | 21.7 | 59.7% | 75.9% | 73.0% |
| Masters | 12.0 | 32.9% | 22.3% | 25.0% |
| Doctorate | 2.2 | 6.1% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.2 | 0.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 7.4 | 20.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 10.0 | 27.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.3 | 31.0% | 28.3% | 29.1% |
| 21-30 Years Experience | 7.4 | 20.2% | 9.8% | 13.0% |
| Over 30 Years Experience | ? | 0.5% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 8.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 22.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 22.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 14.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 14.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$58,838 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$61,042 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,455 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,396 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$68,525 | \$63,893 | \$64,637 |
| Over 30 Years Experience | ? | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$63,257 | \$60,082 | \$57,641 |
| Professional Support | \$71,743 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$110,276 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 3.7 | 10.2% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 32.4 | 89.2% | 63.3% | 71.0% |
| Special Education | 0.0 | 0.0% | 14.6% | 9.4% |
| Other | 0.2 | 0.6% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
TEGELER CAREER CENTER (101917007) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: EXCEL ACADEMY (JJAEP)

Campus Number: 101917012

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 93.5% | * | * | * | - | * | - | - | * | * | * |
| 2018-19 | 95.4% | 94.4% | 78.7% | * | 77.9% | - | - | - | - | * | * | 81.7% | * |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 35.7% | * | 27.3% | * | - | * | - | - | * | 41.7% | * |
| 2018-19 | 11.4% | 15.3% | 59.4% | * | 62.1% | - | - | - | - | * | * | 55.2% | 83.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.0% | * | * | - | - | - | - | - | * | 0.0% | * |
| 2018-19 | 0.4% | 0.1% | 0.0% | * | 0.0% | - | - | - | - | * | * | 0.0% | * |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 0.0% | * | 0.0% | * | - | * | - | - | * | 0.0% | * |
| 2018-19 | 1.9% | 1.7% | 0.0% | * | 0.0% | - | - | - | - | - | * | 0.0% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 2 | 100.0% | 50,547 | 5,359,040 | 2 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 1 | 50.0% | 7.9% | 8.1% | 1 | 50.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 1 | 50.0% | 7.7% | 7.2% | 1 | 50.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 1 | 50.0% | 7.7% | 12.7% | 1 | 50.0% | 7.7% | 12.7% |
| Hispanic | 1 | 50.0% | 83.2% | 52.9% | 1 | 50.0% | 83.2% | 52.9% |
| White | 0 | 0.0% | 5.3% | 26.5% | 0 | 0.0% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 0 | 0.0% | 48.5% | 48.9% | 0 | 0.0% | 48.5% | 48.9% |
| Male | 2 | 100.0% | 51.5% | 51.1% | 2 | 100.0% | 51.5% | 51.1% |
| Economically Disadvantaged | 2 | 100.0% | 83.8% | 60.3% | 2 | 100.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 0 | 0.0% | 16.2% | 39.7% | 0 | 0.0% | 16.3% | 39.8% |
| Section 504 Students | 0 | 0.0% | 5.8% | 7.2% | 0 | 0.0% | 5.7% | 7.2% |
| EB Students/EL | 1 | 50.0% | 30.0% | 20.7% | 1 | 50.0% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 17 | 100.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 0 | 0.0% | 4.6% | 4.5% | 0 | 0.0% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 0 | 0.0% | 2.8% | 2.0% | 0 | 0.0% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 2 | 100.0% | 58.7% | 49.2% | 2 | 100.0% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 1 | 50.0% | 28.1% | 21.0% | 1 | 50.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 0 | 0.0% | 5.6% | 8.3% | 0 | 0.0% | 5.6% | 8.3% |
| Special Education | 0 | 0.0% | 11.9% | 11.1% | 0 | 0.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 0 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 0 | 0.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 0 | 0.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 0 | 0.0% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 16 | 94.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 11.8% | 2.2% | 2.8% | | | | |
| Hispanic | 13 | 76.5% | 10.6% | 7.1% | | | | |
| White | 1 | 5.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 100.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 3 | 100.0% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 14 | 93.3% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | - | - | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 0.0% | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | - | 100.0% | 100.0% | 100.0% |
| Professional Staff: | - | - | 58.7% | 64.3% |
| Teachers | - | - | 45.1% | 49.6% |
| Professional Support | - | - | 10.3% | 10.6% |
| Campus Administration (School Leadership) | - | - | 2.3% | 3.0% |
| Educational Aides: | - | - | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | - | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | - | n/a | 7.0 | 582.0 |
| Full-time Counselors | - | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | - | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | - | - | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | - | - | 9.9% | 11.1% |
| Hispanic | - | - | 38.0% | 28.4% |
| White | - | - | 48.0% | 56.9% |
| American Indian | - | - | 0.2% | 0.3% |
| Asian | - | - | 2.9% | 1.8% |
| Pacific Islander | - | - | 0.0% | 0.2% |
| Two or More Races | - | - | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | - | - | 24.8% | 23.8% |
| Females | - | - | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | - | - | 0.8% | 1.2% |
| Bachelors | - | - | 75.9% | 73.0% |
| Masters | - | - | 22.3% | 25.0% |
| Doctorate | - | - | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | - | - | 5.3% | 6.7% |
| 1-5 Years Experience | - | - | 30.1% | 27.8% |
| 6-10 Years Experience | - | - | 24.4% | 20.3% |
| 11-20 Years Experience | - | - | 28.3% | 29.1% |
| 21-30 Years Experience | - | - | 9.8% | 13.0% |
| Over 30 Years Experience | - | - | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | - | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|--------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | - | 8.4 | 6.4 |
| Average Years Experience of Principals with District | - | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | - | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | - | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | - | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | - | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | - | \$57,669 | \$53,288 |
| 6-10 Years Experience | - | \$60,361 | \$56,282 |
| 11-20 Years Experience | - | \$61,264 | \$59,900 |
| 21-30 Years Experience | - | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | - | \$60,082 | \$57,641 |
| Professional Support | - | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | - | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | - | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | - | - | 13.8% | 6.2% |
| Career and Technical Education | - | - | 3.7% | 5.1% |
| Compensatory Education | - | - | 0.0% | 2.8% |
| Gifted and Talented Education | - | - | 1.4% | 1.8% |
| Regular Education | - | - | 63.3% | 71.0% |
| Special Education | - | - | 14.6% | 9.4% |
| Other | - | - | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
EXCEL ACADEMY (JJAEP) (101917012) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PASADENA MEMORIAL H S

Campus Number: 101917013

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 77% | 61% | 77% | 90% | - | 86% | - | * | 35% | 80% | 80% | 64% | 75% | 40% |
| | 2019 | 68% | 60% | 70% | 61% | 69% | 79% | * | 79% | * | 57% | 30% | 40% | 72% | 59% | 68% | 60% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 59% | 39% | 57% | 80% | - | 83% | - | * | 17% | 40% | 62% | 46% | 55% | 18% |
| | 2019 | 50% | 42% | 52% | 39% | 50% | 69% | * | 76% | * | 57% | 13% | 33% | 54% | 39% | 49% | 37% |
| At Masters Grade Level | 2021 | 12% | 8% | 15% | 11% | 13% | 20% | - | 34% | - | * | 0% | 0% | 16% | 6% | 12% | 1% |
| | 2019 | 11% | 6% | 10% | 12% | 8% | 23% | * | 42% | * | 14% | 0% | 0% | 11% | 6% | 8% | 4% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 82% | 81% | 81% | 84% | * | 85% | - | 75% | 47% | * | 83% | 77% | 78% | 52% |
| | 2019 | 68% | 61% | 68% | 60% | 67% | 77% | * | 73% | - | 64% | 31% | 43% | 70% | 60% | 65% | 49% |
| At Meets Grade Level or Above | 2021 | 57% | 53% | 68% | 61% | 67% | 82% | * | 74% | - | 58% | 32% | * | 70% | 60% | 64% | 26% |
| | 2019 | 49% | 41% | 48% | 33% | 47% | 65% | * | 64% | - | 55% | 18% | 14% | 52% | 32% | 44% | 23% |
| At Masters Grade Level | 2021 | 11% | 9% | 17% | 8% | 15% | 23% | * | 41% | - | 17% | 8% | * | 18% | 11% | 14% | 2% |
| | 2019 | 8% | 5% | 7% | 6% | 6% | 11% | * | 18% | - | 18% | 2% | 0% | 7% | 5% | 5% | 1% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 90% | 90% | 90% | 91% | - | 100% | - | * | 77% | * | 91% | 86% | 90% | 85% |
| | 2019 | 85% | 90% | 93% | 97% | 93% | 90% | * | 100% | * | 60% | 71% | 86% | 93% | 94% | 94% | 94% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 60% | 38% | 60% | 68% | - | 93% | - | * | 33% | * | 61% | 54% | 59% | 52% |
| | 2019 | 61% | 73% | 76% | 76% | 76% | 71% | * | 92% | * | 40% | 35% | 57% | 76% | 75% | 76% | 73% |
| At Masters Grade Level | 2021 | 23% | 29% | 28% | 14% | 27% | 32% | - | 60% | - | * | 3% | * | 29% | 21% | 25% | 19% |
| | 2019 | 37% | 46% | 47% | 50% | 45% | 58% | * | 83% | * | 0% | 10% | 29% | 47% | 48% | 46% | 46% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 85% | 71% | 84% | 95% | - | 100% | - | * | 44% | * | 86% | 80% | 84% | 59% |
| | 2019 | 88% | 87% | 90% | 86% | 89% | 94% | * | 100% | * | 83% | 59% | 69% | 90% | 87% | 88% | 84% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 63% | 46% | 60% | 83% | - | 89% | - | * | 23% | * | 65% | 52% | 58% | 29% |
| | 2019 | 62% | 60% | 63% | 59% | 62% | 76% | * | 80% | * | 50% | 20% | 38% | 67% | 46% | 61% | 52% |
| At Masters Grade Level | 2021 | 22% | 20% | 26% | 21% | 24% | 35% | - | 56% | - | * | 7% | * | 28% | 18% | 22% | 5% |
| | 2019 | 25% | 21% | 19% | 19% | 17% | 30% | * | 47% | * | 17% | 3% | 8% | 21% | 11% | 16% | 10% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 90% | 72% | 90% | 97% | - | 90% | - | * | 72% | 100% | 91% | 82% | 89% | 69% |
| | 2019 | 93% | 92% | 95% | 92% | 94% | 100% | * | 95% | - | 86% | 72% | 67% | 96% | 90% | 94% | 91% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 72% | 48% | 71% | 88% | - | 83% | - | * | 54% | 80% | 74% | 59% | 67% | 42% |
| | 2019 | 73% | 73% | 80% | 81% | 78% | 92% | * | 90% | - | 86% | 46% | 58% | 81% | 73% | 78% | 59% |
| At Masters Grade Level | 2021 | 43% | 35% | 43% | 28% | 40% | 67% | - | 72% | - | * | 17% | 20% | 44% | 38% | 37% | 12% |
| | 2019 | 45% | 42% | 56% | 53% | 53% | 78% | * | 71% | - | 86% | 18% | 25% | 58% | 44% | 52% | 30% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 97% | 99% | * | 99% | 100% | - | 100% | - | * | * | - | 99% | 100% | 100% | * |
| At Meets Grade Level or Above | 2021 | 69% | 67% | 66% | * | 63% | 63% | - | 100% | - | * | * | - | 67% | 50% | 65% | * |
| At Masters Grade Level | 2021 | 14% | 6% | 6% | * | 4% | 4% | - | 31% | - | * | * | - | 6% | 7% | 5% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 85% | 75% | 85% | 93% | * | 92% | - | 74% | 54% | 88% | 87% | 78% | 83% | 59% |
| | 2019 | 78% | 76% | 81% | 77% | 81% | 87% | 38% | 86% | * | 69% | 48% | 62% | 82% | 75% | 79% | 73% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 65% | 48% | 63% | 80% | * | 84% | - | 59% | 31% | 63% | 67% | 54% | 61% | 32% |
| | 2019 | 50% | 45% | 62% | 55% | 61% | 74% | 15% | 76% | * | 58% | 24% | 43% | 64% | 50% | 59% | 47% |
| At Masters Grade Level | 2021 | 18% | 12% | 24% | 17% | 23% | 35% | * | 49% | - | 19% | 6% | 19% | 26% | 18% | 21% | 7% |
| | 2019 | 24% | 18% | 25% | 25% | 23% | 36% | 15% | 44% | * | 28% | 5% | 13% | 26% | 20% | 22% | 15% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 80% | 72% | 79% | 87% | * | 85% | - | 79% | 41% | 71% | 81% | 71% | 77% | 46% |
| | 2019 | 75% | 72% | 69% | 61% | 68% | 78% | 14% | 75% | * | 61% | 30% | 41% | 71% | 60% | 66% | 55% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 64% | 52% | 62% | 81% | * | 78% | - | 57% | 24% | 43% | 66% | 53% | 59% | 22% |
| | 2019 | 48% | 42% | 50% | 36% | 48% | 67% | 0% | 69% | * | 56% | 15% | 27% | 53% | 36% | 47% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 9% | 14% | 21% | * | 38% | - | 21% | 4% | 0% | 17% | 9% | 13% | 1% |
| | 2019 | 21% | 15% | 9% | 9% | 7% | 18% | 0% | 29% | * | 17% | 1% | 0% | 9% | 6% | 7% | 3% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 93% | 92% | 92% | 96% | - | 100% | - | 83% | 77% | * | 93% | 88% | 92% | 85% |
| | 2019 | 82% | 82% | 93% | 97% | 93% | 90% | * | 100% | * | 60% | 71% | 86% | 93% | 94% | 94% | 94% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 62% | 42% | 61% | 65% | - | 96% | - | 67% | 34% | * | 63% | 54% | 61% | 52% |
| | 2019 | 52% | 47% | 76% | 76% | 76% | 71% | * | 92% | * | 40% | 35% | 57% | 76% | 75% | 76% | 73% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 11% | 22% | 21% | 21% | 16% | - | 46% | - | 0% | 3% | * | 22% | 19% | 21% | 18% |
| | 2019 | 26% | 21% | 47% | 50% | 45% | 58% | * | 83% | * | 0% | 10% | 29% | 47% | 48% | 46% | 46% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 85% | 71% | 84% | 95% | - | 100% | - | * | 44% | * | 86% | 80% | 84% | 59% |
| | 2019 | 81% | 80% | 90% | 86% | 89% | 94% | * | 100% | * | 83% | 59% | 69% | 90% | 87% | 88% | 84% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 63% | 46% | 60% | 83% | - | 89% | - | * | 23% | * | 65% | 52% | 58% | 29% |
| | 2019 | 54% | 50% | 63% | 59% | 62% | 76% | * | 80% | * | 50% | 20% | 38% | 67% | 46% | 61% | 52% |
| At Masters Grade Level | 2021 | 20% | 12% | 26% | 21% | 24% | 35% | - | 56% | - | * | 7% | * | 28% | 18% | 22% | 5% |
| | 2019 | 25% | 19% | 19% | 19% | 17% | 30% | * | 47% | * | 17% | 3% | 8% | 21% | 11% | 16% | 10% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 90% | 72% | 90% | 97% | - | 90% | - | * | 72% | 100% | 91% | 82% | 89% | 69% |
| | 2019 | 81% | 80% | 95% | 92% | 94% | 100% | * | 95% | - | 86% | 72% | 67% | 96% | 90% | 94% | 91% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 72% | 48% | 71% | 88% | - | 83% | - | * | 54% | 80% | 74% | 59% | 67% | 42% |
| | 2019 | 55% | 54% | 80% | 81% | 78% | 92% | * | 90% | - | 86% | 46% | 58% | 81% | 73% | 78% | 59% |
| At Masters Grade Level | 2021 | 29% | 21% | 43% | 28% | 40% | 67% | - | 72% | - | * | 17% | 20% | 44% | 38% | 37% | 12% |
| | 2019 | 33% | 30% | 56% | 53% | 53% | 78% | * | 71% | - | 86% | 18% | 25% | 58% | 44% | 52% | 30% |

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- Indicates there are no students in the group.

Texas Education Agency
2018-19 Progress (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | 69 | 65 | 70 | 71 | * | 59 | - | 75 | 62 | * | 69 | 69 | 68 | 70 |
| | 2018 | 67 | 65 | 67 | 63 | 67 | 72 | * | 76 | - | 17 | 61 | 38 | 68 | 62 | 67 | 60 |
| End of Course Algebra I | 2019 | 75 | 88 | 90 | 88 | 90 | 89 | - | 100 | * | * | 69 | 79 | 90 | 90 | 90 | 88 |
| | 2018 | 72 | 68 | 67 | 64 | 66 | 67 | * | 83 | - | * | 46 | 69 | 68 | 62 | 67 | 65 |
| All Grades Both Subjects | 2019 | 69 | 69 | 78 | 75 | 79 | 78 | * | 68 | * | 75 | 65 | 83 | 78 | 78 | 78 | 81 |
| | 2018 | 69 | 68 | 67 | 63 | 67 | 69 | * | 80 | - | 33 | 53 | 53 | 68 | 62 | 67 | 63 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 69 | 65 | 70 | 71 | * | 59 | - | 75 | 62 | * | 69 | 69 | 68 | 70 |
| | 2018 | 69 | 68 | 67 | 63 | 67 | 72 | * | 76 | - | 17 | 61 | 38 | 68 | 62 | 67 | 60 |
| All Grades Mathematics | 2019 | 70 | 70 | 90 | 88 | 90 | 89 | - | 100 | * | * | 69 | 79 | 90 | 90 | 90 | 88 |
| | 2018 | 70 | 69 | 67 | 64 | 66 | 67 | * | 83 | - | * | 46 | 69 | 68 | 62 | 67 | 65 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 85% | 73% | - | - | 73% | - | - | 58% | - | 58% | - | 59% | 90% | 58% | 98% |
| | 2019 | 78% | 76% | 81% | 89% | - | - | 89% | - | - | 56% | 57% | 56% | - | 64% | | 58% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 65% | 40% | - | - | 40% | - | - | 31% | - | 31% | - | 29% | 71% | 31% | 72% |
| | 2019 | 50% | 45% | 62% | 44% | - | - | 44% | - | - | 24% | 29% | 24% | - | 32% | | 26% | |
| At Masters Grade Level | 2021 | 18% | 12% | 24% | 0% | - | - | 0% | - | - | 7% | - | 7% | - | 5% | 28% | 7% | 12% |
| | 2019 | 24% | 18% | 25% | 11% | - | - | 11% | - | - | 8% | 10% | 8% | - | 8% | | 8% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 80% | 50% | - | - | 50% | - | - | 44% | - | 44% | - | 51% | 87% | 46% | * |
| | 2019 | 75% | 72% | 69% | 71% | - | - | 71% | - | - | 34% | 27% | 34% | - | 41% | | 35% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 64% | 50% | - | - | 50% | - | - | 20% | - | 20% | - | 26% | 73% | 22% | * |
| | 2019 | 48% | 42% | 50% | 29% | - | - | 29% | - | - | 9% | 18% | 9% | - | 20% | | 11% | |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 0% | - | - | 0% | - | - | 1% | - | 1% | - | 2% | 19% | 1% | * |
| | 2019 | 21% | 15% | 9% | 0% | - | - | 0% | - | - | 1% | 9% | 0% | - | 0% | | 0% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 93% | * | - | - | * | - | - | 82% | - | 82% | - | 100% | 93% | 85% | 99% |
| | 2019 | 82% | 82% | 93% | * | - | - | * | - | - | 90% | 100% | 89% | - | 96% | | 91% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 62% | * | - | - | * | - | - | 55% | - | 55% | - | 45% | 62% | 52% | 70% |
| | 2019 | 52% | 47% | 76% | * | - | - | * | - | - | 59% | 80% | 58% | - | 57% | | 60% | |
| At Masters Grade Level | 2021 | 18% | 11% | 22% | * | - | - | * | - | - | 21% | - | 21% | - | 9% | 25% | 18% | 8% |
| | 2019 | 26% | 21% | 47% | * | - | - | * | - | - | 34% | 20% | 34% | - | 26% | | 33% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 85% | 80% | - | - | 80% | - | - | 57% | - | 57% | - | 64% | 90% | 59% | - |
| | 2019 | 81% | 80% | 90% | * | - | - | * | - | - | 70% | 80% | 70% | - | 71% | | 71% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 63% | 40% | - | - | 40% | - | - | 29% | - | 29% | - | 27% | 69% | 29% | - |
| | 2019 | 54% | 50% | 63% | * | - | - | * | - | - | 21% | 0% | 22% | - | 19% | | 22% | |
| At Masters Grade Level | 2021 | 20% | 12% | 26% | 0% | - | - | 0% | - | - | 4% | - | 4% | - | 9% | 30% | 5% | - |
| | 2019 | 25% | 19% | 19% | * | - | - | * | - | - | 1% | 0% | 1% | - | 0% | | 1% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 90% | - | - | - | - | - | - | 71% | - | 71% | - | 50% | 93% | 69% | 95% |
| | 2019 | 81% | 80% | 95% | * | - | - | * | - | - | 88% | - | 88% | - | 86% | | 88% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 72% | - | - | - | - | - | - | 42% | - | 42% | - | 25% | 77% | 41% | 82% |
| | 2019 | 55% | 54% | 80% | * | - | - | * | - | - | 46% | - | 46% | - | 57% | | 45% | |
| At Masters Grade Level | 2021 | 29% | 21% | 43% | - | - | - | - | - | - | 13% | - | 13% | - | 13% | 48% | 13% | 32% |
| | 2019 | 33% | 30% | 56% | * | - | - | * | - | - | 17% | - | 17% | - | 29% | | 17% | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 95% | 91% | 95% | 94% | 20% | 99% | * | 96% | 91% | 100% | 95% | 91% | 94% | 92% |
| Included in Accountability | 83% | 88% | 88% | 85% | 88% | 89% | 20% | 86% | * | 96% | 80% | 100% | 91% | 73% | 87% | 71% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 5% | 3% | 4% | 0% | 5% | * | 0% | 5% | 0% | 2% | 10% | 3% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 4% | 1% | 0% | 9% | * | 0% | 6% | 0% | 3% | 8% | 4% | 17% |
| Not Tested | 12% | 6% | 5% | 9% | 5% | 6% | 80% | 1% | * | 4% | 9% | 0% | 5% | 9% | 6% | 8% |
| Absent | 2% | 2% | 4% | 7% | 3% | 5% | 20% | 1% | * | 4% | 6% | 0% | 3% | 6% | 4% | 5% |
| Other | 10% | 4% | 2% | 2% | 2% | 1% | 60% | 0% | * | 0% | 3% | 0% | 2% | 3% | 2% | 3% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 98% | 96% | 98% | 97% | 93% | 99% | 80% | 100% | 97% | 100% | 99% | 95% | 98% | 99% |
| Included in Accountability | 94% | 94% | 92% | 87% | 93% | 93% | 93% | 93% | 80% | 100% | 93% | 85% | 96% | 80% | 94% | 90% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 9% | 3% | 3% | 0% | 2% | 0% | 0% | 3% | 14% | 2% | 11% | 2% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 1% | 0% | 4% | 0% | 0% | 1% | 1% | 1% | 4% | 2% | 6% |
| Not Tested | 1% | 1% | 2% | 4% | 2% | 4% | 7% | 1% | 20% | 0% | 3% | 0% | 1% | 5% | 2% | 1% |
| Absent | 1% | 1% | 2% | 4% | 2% | 4% | 7% | 1% | 20% | 0% | 3% | 0% | 1% | 5% | 2% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 97.7% | 97.4% | 97.6% | 97.7% | * | 99.4% | * | 98.2% | 97.5% | 97.5% | 96.8% |
| 2018-19 | 95.4% | 94.4% | 93.6% | 91.5% | 93.7% | 93.1% | 81.3% | 97.7% | * | 92.5% | 91.3% | 93.2% | 91.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 12.4% | 16.0% | 12.2% | 15.4% | * | 3.1% | * | 12.5% | 13.9% | 13.3% | 15.2% |
| 2018-19 | 11.4% | 15.3% | 18.8% | 24.2% | 18.1% | 26.0% | 44.4% | 5.5% | * | 24.0% | 25.5% | 20.0% | 24.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 1.4% | 2.4% | 1.3% | 1.7% | * | 0.0% | * | 4.0% | 2.4% | 1.4% | 2.3% |
| 2018-19 | 1.9% | 1.7% | 1.7% | 3.1% | 1.4% | 3.6% | 0.0% | 0.9% | * | 0.0% | 1.8% | 1.9% | 3.6% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | 90.6% | 83.7% | 91.2% | 89.4% | * | 95.2% | * | 100.0% | 81.3% | 88.4% | 81.5% |
| Received TxCHSE | 0.4% | 0.2% | 0.2% | 0.0% | 0.1% | 0.0% | * | 4.8% | * | 0.0% | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.9% | 3.4% | 3.6% | 7.0% | 3.4% | 4.5% | * | 0.0% | * | 0.0% | 13.8% | 4.4% | 5.4% |
| Dropped Out | 5.4% | 6.0% | 5.6% | 9.3% | 5.2% | 6.1% | * | 0.0% | * | 0.0% | 5.0% | 7.0% | 13.0% |
| Graduates and TxCHSE | 90.7% | 90.6% | 90.9% | 83.7% | 91.4% | 89.4% | * | 100.0% | * | 100.0% | 81.3% | 88.6% | 81.5% |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | 94.4% | 90.7% | 94.8% | 93.9% | * | 100.0% | * | 100.0% | 95.0% | 93.0% | 87.0% |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | 92.1% | 100.0% | 92.1% | 88.7% | * | 92.9% | * | 87.5% | 75.4% | 91.6% | 86.4% |
| Received TxCHSE | 0.5% | 0.3% | 0.3% | 0.0% | 0.2% | 0.0% | * | 0.0% | * | 12.5% | 0.0% | 0.2% | 0.0% |
| Continued HS | 3.7% | 2.9% | 2.1% | 0.0% | 2.2% | 3.2% | * | 0.0% | * | 0.0% | 16.4% | 2.0% | 1.1% |
| Dropped Out | 5.9% | 6.4% | 5.5% | 0.0% | 5.5% | 8.1% | * | 7.1% | * | 0.0% | 8.2% | 6.2% | 12.5% |
| Graduates and TxCHSE | 90.4% | 90.7% | 92.4% | 100.0% | 92.3% | 88.7% | * | 92.9% | * | 100.0% | 75.4% | 91.8% | 86.4% |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | 94.5% | 100.0% | 94.5% | 91.9% | * | 92.9% | * | 100.0% | 91.8% | 93.8% | 87.5% |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | 94.1% | 100.0% | 94.3% | 90.3% | * | 92.9% | * | 87.5% | 90.0% | 93.6% | 87.6% |
| Received TxCHSE | 0.5% | 0.3% | 0.3% | 0.0% | 0.2% | 0.0% | * | 0.0% | * | 12.5% | 0.0% | 0.2% | 0.0% |
| Continued HS | 1.3% | 0.5% | 0.1% | 0.0% | 0.0% | 1.6% | * | 0.0% | * | 0.0% | 1.7% | 0.0% | 0.0% |
| Dropped Out | 6.1% | 6.6% | 5.5% | 0.0% | 5.5% | 8.1% | * | 7.1% | * | 0.0% | 8.3% | 6.2% | 12.4% |
| Graduates and TxCHSE | 92.6% | 92.9% | 94.3% | 100.0% | 94.5% | 90.3% | * | 92.9% | * | 100.0% | 90.0% | 93.8% | 87.6% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | 94.5% | 100.0% | 94.5% | 91.9% | * | 92.9% | * | 100.0% | 91.7% | 93.8% | 87.6% |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|-------|
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | 95.3% | 95.3% | 95.2% | 93.8% | * | 100.0% | * | 100.0% | 94.1% | 95.6% | 89.1% |
| Received TxCHSE | 0.6% | 0.5% | 0.8% | 0.0% | 0.6% | 3.1% | * | 0.0% | * | 0.0% | 0.0% | 0.9% | 0.0% |
| Continued HS | 1.1% | 0.3% | 0.4% | 0.0% | 0.5% | 0.0% | * | 0.0% | * | 0.0% | 3.9% | 0.2% | 0.0% |
| Dropped Out | 6.1% | 6.7% | 3.5% | 4.7% | 3.7% | 3.1% | * | 0.0% | * | 0.0% | 2.0% | 3.4% | 10.9% |
| Graduates and TxCHSE | 92.8% | 93.0% | 96.2% | 95.3% | 95.8% | 96.9% | * | 100.0% | * | 100.0% | 94.1% | 96.4% | 89.1% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | 96.5% | 95.3% | 96.3% | 96.9% | * | 100.0% | * | 100.0% | 98.0% | 96.6% | 89.1% |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | 95.6% | 95.3% | 95.5% | 93.9% | * | 100.0% | * | 100.0% | 96.2% | 95.7% | 89.1% |
| Received TxCHSE | 0.7% | 0.6% | 0.8% | 0.0% | 0.6% | 3.1% | * | 0.0% | * | 0.0% | 0.0% | 0.9% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.1% | 0.0% | 0.2% | 0.0% | * | 0.0% | * | 0.0% | 1.9% | 0.0% | 0.0% |
| Dropped Out | 6.1% | 6.5% | 3.5% | 4.7% | 3.7% | 3.1% | * | 0.0% | * | 0.0% | 1.9% | 3.4% | 10.9% |
| Graduates and TxCHSE | 93.3% | 93.4% | 96.4% | 95.3% | 96.1% | 96.9% | * | 100.0% | * | 100.0% | 96.2% | 96.6% | 89.1% |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | 96.5% | 95.3% | 96.3% | 96.9% | * | 100.0% | * | 100.0% | 98.1% | 96.6% | 89.1% |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | 94.2% | 92.1% | 94.6% | 92.6% | * | 94.7% | - | 100.0% | 88.6% | 93.5% | 85.4% |
| Received TxCHSE | 0.7% | 0.7% | 0.9% | 0.0% | 1.0% | 0.8% | * | 0.0% | - | 0.0% | 0.0% | 1.3% | 0.0% |
| Continued HS | 0.6% | 0.1% | 0.1% | 0.0% | 0.2% | 0.0% | * | 0.0% | - | 0.0% | 2.3% | 0.0% | 0.0% |
| Dropped Out | 6.3% | 6.8% | 4.8% | 7.9% | 4.3% | 6.6% | * | 5.3% | - | 0.0% | 9.1% | 5.3% | 14.6% |
| Graduates and TxCHSE | 93.2% | 93.2% | 95.1% | 92.1% | 95.6% | 93.4% | * | 94.7% | - | 100.0% | 88.6% | 94.7% | 85.4% |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | 95.2% | 92.1% | 95.7% | 93.4% | * | 94.7% | - | 100.0% | 90.9% | 94.7% | 85.4% |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | 89.3% | 81.8% | 90.0% | 86.8% | * | 95.2% | * | 100.0% | 74.7% | 86.9% | 81.5% |
| Class of 2019 | 90.0% | 89.2% | 91.1% | 100.0% | 91.2% | 86.2% | * | 92.9% | * | 87.5% | 69.7% | 90.7% | 85.6% |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | * | - | - | - | - | * | - | - | - | - | * |
| Class of 2019 | 73.3% | 80.0% | * | - | * | - | - | - | - | - | - | * | * |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | 4.1% | 2.8% | 4.2% | 5.1% | * | 0.0% | * | 0.0% | 1.5% | 3.6% | 5.4% |
| Class of 2019 | 4.2% | 0.9% | 0.3% | 0.0% | 0.4% | 0.0% | * | 0.0% | * | 0.0% | 2.6% | 0.2% | 0.0% |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.5% | 77.2% | 73.7% | 72.2% | 73.5% | 74.6% | * | 94.7% | * | 20.0% | 27.7% | 70.6% | 45.9% |
| Class of 2019 | 83.5% | 79.4% | 73.9% | 73.1% | 72.3% | 77.4% | * | 100.0% | * | 71.4% | 15.8% | 70.9% | 64.0% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 87.8% | 82.0% | 77.7% | 75.0% | 77.8% | 79.7% | * | 90.0% | * | 20.0% | 29.2% | 74.2% | 50.7% |
| Class of 2019 | 87.6% | 80.3% | 74.2% | 73.1% | 72.8% | 77.4% | * | 100.0% | * | 71.4% | 18.4% | 71.2% | 64.5% |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | * | - | * | - | - | * | - | - | * | - | - |
| 2018-19 | 32.7% | 2.7% | 0.0% | * | * | * | - | - | - | - | * | * | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 4.2% | 2.7% | 4.5% | 4.9% | * | 0.0% | * | 0.0% | 1.4% | 3.7% | 8.0% |
| 2018-19 | 4.4% | 1.0% | 0.3% | 0.0% | 0.4% | 0.0% | * | 0.0% | * | 0.0% | 2.4% | 0.2% | 0.0% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 71.9% | 70.3% | 71.7% | 72.1% | * | 95.7% | * | 16.7% | 26.1% | 69.7% | 44.0% |
| 2018-19 | 82.1% | 76.7% | 72.1% | 76.0% | 70.4% | 77.8% | * | 100.0% | * | 71.4% | 14.6% | 68.1% | 61.3% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 76.0% | 73.0% | 75.9% | 77.0% | * | 95.8% | * | 16.7% | 26.8% | 73.4% | 52.0% |
| 2018-19 | 85.9% | 76.8% | 71.6% | 70.4% | 70.4% | 75.0% | * | 100.0% | * | 71.4% | 16.3% | 67.9% | 61.3% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 761 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 37 | 4.9% | 255 | 44,729 |
| Hispanic | 631 | 82.9% | 3,119 | 184,060 |
| White | 61 | 8.0% | 189 | 105,215 |
| American Indian | 1 | 0.1% | 7 | 1,226 |
| Asian | 24 | 3.2% | 140 | 17,126 |
| Pacific Islander | 1 | 0.1% | 2 | 557 |
| Two or More Races | 6 | 0.8% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 2 | 0.3% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 1 | 0.1% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 181 | 23.8% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 32 | 4.2% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 545 | 71.6% | 2,765 | 292,532 |
| Special Education Graduates | 71 | 9.3% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 482 | 63.3% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 75 | 9.9% | 407 | 29,639 |
| At-Risk Graduates | 616 | 80.9% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 52.4% | 45.9% | 51.0% | 67.2% | * | 70.8% | * | 33.3% | 74.6% | 50.6% | 34.7% |
| 2018-19 | 72.9% | 65.1% | 68.1% | 68.5% | 66.7% | 69.0% | * | 92.5% | * | 92.9% | 83.3% | 64.9% | 47.5% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 44.8% | 37.8% | 43.1% | 60.7% | * | 70.8% | * | 16.7% | 4.2% | 44.0% | 18.7% |
| 2018-19 | 53.0% | 45.6% | 49.3% | 51.9% | 46.8% | 55.2% | * | 85.0% | * | 85.7% | 3.9% | 45.8% | 23.8% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 54.5% | 51.4% | 52.0% | 77.0% | * | 79.2% | * | 33.3% | 4.2% | 53.3% | 22.7% |
| 2018-19 | 60.7% | 55.9% | 59.5% | 59.3% | 56.8% | 69.0% | * | 90.0% | * | 100.0% | 7.8% | 55.5% | 18.8% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 51.5% | 45.9% | 50.7% | 65.6% | * | 58.3% | * | 16.7% | 8.5% | 48.8% | 24.0% |
| 2018-19 | 48.6% | 45.1% | 57.5% | 66.7% | 55.0% | 62.1% | * | 90.0% | * | 85.7% | 9.8% | 54.0% | 37.5% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 41.0% | 37.8% | 39.0% | 60.7% | * | 58.3% | * | 16.7% | 4.2% | 38.8% | 10.7% |
| 2018-19 | 44.2% | 38.7% | 45.2% | 51.9% | 42.1% | 53.4% | * | 80.0% | * | 85.7% | 3.9% | 41.3% | 8.8% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 17.5% | 16.2% | 16.5% | 18.0% | * | 45.8% | * | 16.7% | 0.0% | 18.5% | 12.0% |
| 2018-19 | 21.1% | 19.6% | 18.8% | 3.7% | 17.3% | 24.1% | * | 60.0% | * | 28.6% | 0.0% | 17.1% | 17.5% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 6.8% | 8.1% | 4.9% | 18.0% | * | 29.2% | * | 0.0% | 0.0% | 4.6% | 0.0% |
| 2018-19 | 23.1% | 11.4% | 9.7% | 0.0% | 9.5% | 15.5% | * | 15.0% | * | 0.0% | 0.0% | 7.1% | 0.0% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 9.2% | 8.1% | 9.8% | 6.6% | * | 0.0% | * | 16.7% | 74.6% | 7.9% | 17.3% |
| 2018-19 | 40.4% | 33.5% | 32.6% | 31.5% | 33.1% | 28.4% | * | 32.5% | * | 21.4% | 83.3% | 32.0% | 28.1% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 1.6% | 0.0% | 1.9% | 0.0% | * | 0.0% | * | 0.0% | 1.4% | 1.7% | 1.3% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 0.7% | 0.0% | 0.7% | 0.0% | * | 5.0% | * | 0.0% | 0.0% | 0.6% | 0.0% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 5.5% | 8.1% | 5.4% | 6.6% | * | 0.0% | * | 16.7% | 50.7% | 4.6% | 12.0% |
| 2018-19 | 2.3% | 5.0% | 5.5% | 7.4% | 5.8% | 5.2% | * | 0.0% | * | 0.0% | 66.7% | 5.6% | 6.3% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 2.5% | 0.0% | 3.0% | 0.0% | * | 0.0% | * | 0.0% | 26.8% | 1.9% | 6.7% |
| 2018-19 | 2.7% | 3.1% | 1.0% | 0.0% | 1.3% | 0.0% | * | 0.0% | * | 0.0% | 13.7% | 0.6% | 2.5% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 13.4% | 13.5% | 11.6% | 24.6% | * | 37.5% | * | 0.0% | 1.4% | 11.4% | 1.3% |
| | 2018-19 | 33.4% | 24.3% | 30.3% | 37.0% | 30.2% | 29.3% | * | 20.0% | * | 42.9% | 7.8% | 28.3% | 12.5% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 23.3% | 21.6% | 22.3% | 31.1% | * | 37.5% | * | 0.0% | 2.8% | 21.0% | 5.3% |
| | 2018-19 | 24.7% | 24.1% | 28.0% | 37.0% | 27.5% | 29.3% | * | 25.0% | * | 28.6% | 5.9% | 25.9% | 10.0% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 8.0% | 10.8% | 6.7% | 14.8% | * | 25.0% | * | 0.0% | 1.4% | 5.6% | 1.3% |
| | 2018-19 | 18.8% | 14.0% | 17.1% | 29.6% | 16.4% | 17.2% | * | 15.0% | * | 28.6% | 3.9% | 17.1% | 2.5% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 1.6% | 5.4% | 1.1% | 3.3% | * | 0.0% | * | 16.7% | 0.0% | 1.9% | 1.3% |
| | 2018-19 | 5.1% | 8.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 10.5% | 8.1% | 11.1% | 11.5% | * | 0.0% | * | 0.0% | 4.2% | 10.2% | 14.7% |
| | 2018-19 | 7.3% | 5.7% | 9.4% | 11.1% | 9.9% | 6.9% | * | 0.0% | * | 14.3% | 3.9% | 9.9% | 25.0% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 0.7% | 2.7% | 0.5% | 1.6% | * | 0.0% | * | 0.0% | 0.0% | 0.6% | 1.3% |
| | 2018-19 | 2.6% | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 16.0% | 12.3% | 14.8% | 15.9% | * | 50.0% | * | 14.3% | 0.5% | 15.2% | 7.4% |
| | 2019 | 25.2% | 24.4% | 22.0% | 25.0% | 20.0% | 22.5% | * | 69.0% | * | 36.4% | 0.0% | 20.1% | 6.7% |
| English Language Arts | 2020 | 12.7% | 9.9% | 8.5% | 9.2% | 7.4% | 10.3% | * | 25.0% | * | 14.3% | 0.0% | 7.6% | 0.0% |
| | 2019 | 14.5% | 13.8% | 13.3% | 18.8% | 11.9% | 14.7% | * | 35.7% | * | 27.3% | 0.0% | 11.6% | 0.0% |
| Mathematics | 2020 | 6.4% | 5.9% | 5.8% | 4.6% | 4.6% | 5.5% | * | 33.9% | * | 7.1% | 0.0% | 5.2% | 2.2% |
| | 2019 | 7.4% | 6.9% | 5.9% | 1.6% | 4.5% | 7.8% | * | 40.5% | * | 18.2% | 0.0% | 5.3% | 0.6% |
| Science | 2020 | 9.4% | 8.3% | 6.6% | 6.2% | 5.7% | 6.2% | * | 28.6% | * | 7.1% | 0.5% | 6.3% | 1.5% |
| | 2019 | 10.4% | 12.8% | 8.4% | 6.3% | 7.3% | 6.2% | * | 45.2% | * | 18.2% | 0.0% | 7.3% | 1.2% |
| Social Studies | 2020 | 12.4% | 8.4% | 6.9% | 9.2% | 6.0% | 6.2% | * | 26.8% | * | 7.1% | 0.0% | 6.6% | 1.5% |
| | 2019 | 13.9% | 11.5% | 10.6% | 9.4% | 10.1% | 9.3% | * | 31.0% | * | 18.2% | 0.0% | 9.4% | 0.6% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | 65.9% | 87.5% | 64.9% | 56.5% | - | 75.0% | - | * | * | 68.0% | 100.0% |
| | 2019 | 51.0% | 40.4% | 50.0% | 43.8% | 47.8% | 51.7% | - | 69.0% | * | * | - | 52.5% | 90.9% |
| English Language Arts | 2020 | 50.1% | 38.0% | 54.6% | 83.3% | 52.7% | 53.3% | - | 64.3% | - | * | - | 52.1% | - |
| | 2019 | 41.2% | 21.5% | 28.9% | 33.3% | 23.8% | 52.6% | - | 46.7% | * | * | - | 26.3% | - |
| Mathematics | 2020 | 56.5% | 47.6% | 59.6% | * | 51.7% | 75.0% | - | 78.9% | - | * | - | 58.0% | * |
| | 2019 | 52.2% | 50.1% | 41.4% | * | 37.5% | 50.0% | - | 52.9% | * | * | - | 40.7% | * |
| Science | 2020 | 47.6% | 32.2% | 39.6% | * | 40.8% | 44.4% | - | 25.0% | - | * | * | 37.7% | * |
| | 2019 | 40.6% | 20.9% | 40.3% | * | 34.4% | 75.0% | - | 63.2% | * | * | - | 37.8% | * |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|---------------|------------------|----------|--------|-----------------|--------|------------------|-------------------|------------|-------------|--------|
| Social Studies | 2020 | 52.3% | 32.7% | 51.9% | 50.0% | 48.0% | 44.4% | - | 73.3% | - | * | - | 40.6% | * |
| | 2019 | 46.3% | 28.3% | 41.4% | 50.0% | 38.7% | 50.0% | - | 53.8% | - | * | - | 37.5% | * |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 100.0% | 100.0% | 100.0% | 100.0% | * | 100.0% | * | 83.3% | 84.5% | 100.0% | 100.0% |
| | 2018-19 | 75.0% | 90.8% | 100.0% | 100.0% | 100.0% | 100.0% | * | 100.0% | * | 100.0% | 88.5% | 100.0% | 90.0% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 24.3% | 17.1% | 22.3% | 38.1% | * | 52.0% | * | 20.0% | 3.3% | 21.6% | 4.9% |
| | 2018-19 | 36.1% | 23.6% | 28.6% | 18.5% | 25.0% | 45.3% | * | 70.8% | * | 57.1% | 0.0% | 25.6% | 2.8% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 962 | 945 | 951 | 1031 | * | 1112 | * | 912 | 783 | 950 | 835 |
| | 2018-19 | 1027 | 934 | 958 | 924 | 939 | 1050 | * | 1178 | * | 1063 | 733 | 941 | 793 |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 480 | 472 | 474 | 523 | * | 530 | * | 462 | 397 | 474 | 412 |
| | 2018-19 | 517 | 465 | 478 | 459 | 468 | 533 | * | 570 | * | 541 | 370 | 469 | 390 |
| Mathematics | 2019-20 | 506 | 470 | 482 | 473 | 476 | 509 | * | 582 | * | 450 | 386 | 476 | 423 |
| | 2018-19 | 510 | 468 | 480 | 465 | 471 | 517 | * | 609 | * | 521 | 363 | 472 | 404 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 20.7 | * | 20.4 | * | - | - | - | - | * | 18.8 | * |
| | 2018-19 | 20.6 | 19.7 | 19.1 | 17.2 | 19.1 | * | * | * | * | - | - | 18.4 | * |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 20.7 | * | 20.4 | * | - | - | - | - | * | 19.1 | * |
| | 2018-19 | 20.3 | 19.1 | 18.3 | 15.6 | 18.3 | * | * | * | * | - | - | 17.2 | * |
| Mathematics | 2019-20 | 20.1 | 21.0 | 20.4 | * | 19.8 | * | - | - | - | - | * | 18.6 | * |
| | 2018-19 | 20.4 | 19.9 | 19.3 | 19.2 | 19.0 | * | * | * | * | - | - | 19.0 | * |
| Science | 2019-20 | 20.5 | 21.3 | 20.5 | * | 20.5 | * | - | - | - | - | * | 17.6 | * |
| | 2018-19 | 20.8 | 20.2 | 20.0 | 18.0 | 20.0 | * | * | * | * | - | - | 19.5 | * |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 41.1% | 30.7% | 40.8% | 40.4% | * | 61.9% | * | 37.5% | 8.4% | 38.4% | 22.3% |
| | 2018-19 | 44.6% | 39.1% | 37.8% | 33.3% | 37.2% | 36.2% | 16.7% | 61.3% | * | 47.8% | 2.3% | 36.5% | 34.6% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 19.1% | 16.0% | 18.1% | 20.2% | * | 38.1% | * | 25.0% | 0.9% | 17.8% | 9.6% |
| | 2018-19 | 17.8% | 17.3% | 16.4% | 16.8% | 15.6% | 18.4% | 0.0% | 30.2% | * | 22.7% | 1.0% | 15.7% | 20.8% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 18.9% | 13.1% | 18.5% | 20.7% | * | 28.0% | * | 27.3% | 1.4% | 17.3% | 2.9% |
| | 2018-19 | 20.4% | 17.0% | 15.4% | 13.2% | 14.8% | 16.2% | 16.7% | 27.4% | * | 18.2% | 0.0% | 14.2% | 5.2% |
| Science | 2019-20 | 22.4% | 12.4% | 12.0% | 8.4% | 11.6% | 12.5% | * | 23.6% | * | 9.5% | 2.0% | 11.0% | 2.6% |
| | 2018-19 | 21.7% | 12.7% | 9.5% | 5.9% | 9.3% | 8.1% | 0.0% | 20.8% | * | 14.3% | 0.0% | 8.7% | 2.5% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 19.1% | 14.7% | 17.7% | 23.6% | * | 43.1% | * | 18.2% | 1.0% | 16.5% | 1.6% |
| | 2018-19 | 23.6% | 17.2% | 13.8% | 12.9% | 12.2% | 18.3% | 0.0% | 36.8% | * | 30.0% | 0.3% | 11.6% | 0.6% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 58.7% | 32.4% | 61.2% | 57.4% | * | 37.5% | * | 50.0% | 52.1% | 58.9% | 61.3% |
| | 2018-19 | 59.0% | 50.6% | 53.4% | 44.4% | 55.0% | 39.7% | * | 60.0% | * | 42.9% | 60.8% | 54.8% | 46.3% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 59.6% | 63.0% | 58.6% | 55.2% | * | 90.0% | * | 85.7% | 28.8% | 56.1% | 40.0% |
| | 2017-18 | 53.4% | 52.3% | 56.4% | 55.8% | 55.1% | 46.9% | * | 87.2% | * | 85.7% | 30.8% | 53.7% | 41.3% |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | 66.1% | - | 65.9% | 54.5% | * | * | - | - | * | 75.0% | * |
| | 2017-18 | 60.7% | 54.4% | 64.2% | 56.5% | 62.0% | 81.0% | * | 65.0% | * | 83.3% | 18.8% | 60.7% | 15.4% |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 3,040 | 100.0% | 50,547 | 5,359,040 | 3,049 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 719 | 23.7% | 7.9% | 8.1% | 719 | 23.6% | 7.9% | 8.1% |
| Grade 10 | 791 | 26.0% | 8.1% | 7.8% | 791 | 25.9% | 8.1% | 7.8% |
| Grade 11 | 761 | 25.0% | 7.7% | 7.2% | 761 | 25.0% | 7.7% | 7.2% |
| Grade 12 | 769 | 25.3% | 7.6% | 6.8% | 778 | 25.5% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 136 | 4.5% | 7.7% | 12.7% | 136 | 4.5% | 7.7% | 12.7% |
| Hispanic | 2,483 | 81.7% | 83.2% | 52.9% | 2,492 | 81.7% | 83.2% | 52.9% |
| White | 255 | 8.4% | 5.3% | 26.5% | 255 | 8.4% | 5.3% | 26.5% |
| American Indian | 4 | 0.1% | 0.1% | 0.3% | 4 | 0.1% | 0.1% | 0.3% |
| Asian | 138 | 4.5% | 3.0% | 4.7% | 138 | 4.5% | 3.0% | 4.7% |
| Pacific Islander | 2 | 0.1% | 0.1% | 0.2% | 2 | 0.1% | 0.1% | 0.2% |
| Two or More Races | 22 | 0.7% | 0.7% | 2.7% | 22 | 0.7% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 1,515 | 49.8% | 48.5% | 48.9% | 1,518 | 49.8% | 48.5% | 48.9% |
| Male | 1,525 | 50.2% | 51.5% | 51.1% | 1,531 | 50.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 2,113 | 69.5% | 83.8% | 60.3% | 2,119 | 69.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 927 | 30.5% | 16.2% | 39.7% | 930 | 30.5% | 16.3% | 39.8% |
| Section 504 Students | 173 | 5.7% | 5.8% | 7.2% | 173 | 5.7% | 5.7% | 7.2% |
| EB Students/EL | 420 | 13.8% | 30.0% | 20.7% | 420 | 13.8% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 78 | 2.3% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 121 | 4.0% | 4.6% | 4.5% | 121 | 4.0% | 4.6% | 4.5% |
| Foster Care | 2 | 0.1% | 0.1% | 0.3% | 2 | 0.1% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 26 | 0.9% | 0.8% | 1.1% | 26 | 0.9% | 0.8% | 1.1% |
| Immigrant | 48 | 1.6% | 2.8% | 2.0% | 48 | 1.6% | 2.8% | 2.0% |
| Migrant | 4 | 0.1% | 0.2% | 0.3% | 4 | 0.1% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 11 | 0.4% | 0.4% | 2.7% | 11 | 0.4% | 0.4% | 2.7% |
| At-Risk | 1,565 | 51.5% | 58.7% | 49.2% | 1,569 | 51.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 427 | 14.0% | 28.1% | 21.0% | 427 | 14.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 265 | 8.7% | 5.6% | 8.3% | 265 | 8.7% | 5.6% | 8.3% |
| Special Education | 295 | 9.7% | 11.9% | 11.1% | 304 | 10.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 295 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 173 | 58.6% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 9 | 3.1% | 18.2% | 21.3% | | | | |
| Students with Autism | 62 | 21.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 51 | 17.3% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 369 | 11.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 26 | 0.8% | 2.2% | 2.8% | | | | |
| Hispanic | 286 | 8.6% | 10.6% | 7.1% | | | | |
| White | 45 | 1.4% | 1.0% | 3.1% | | | | |
| American Indian | 2 | 0.1% | 0.0% | 0.1% | | | | |
| Asian | 8 | 0.2% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 25 | 7.6% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 81 | 18.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 250 | 11.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 208 | 8.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 1.0% | 2.4% | 4.7% | 0.0% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 18.3 | 14.9 | 15.7 |
| Foreign Languages | 23.4 | 19.5 | 17.8 |
| Mathematics | 18.6 | 16.4 | 16.9 |
| Science | 18.8 | 17.0 | 17.9 |
| Social Studies | 17.8 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 248.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 224.9 | 90.5% | 58.7% | 64.3% |
| Teachers | 191.6 | 77.1% | 45.1% | 49.6% |
| Professional Support | 24.0 | 9.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 9.3 | 3.7% | 2.3% | 3.0% |
| Educational Aides: | 23.5 | 9.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 2.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 8.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 97.7 | 39.3% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 10.6 | 5.5% | 9.9% | 11.1% |
| Hispanic | 50.1 | 26.1% | 38.0% | 28.4% |
| White | 122.6 | 64.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 7.0 | 3.7% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.3 | 0.7% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 76.5 | 39.9% | 24.8% | 23.8% |
| Females | 115.1 | 60.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 3.4 | 1.8% | 0.8% | 1.2% |
| Bachelors | 131.3 | 68.5% | 75.9% | 73.0% |
| Masters | 53.1 | 27.7% | 22.3% | 25.0% |
| Doctorate | 3.8 | 2.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 12.6 | 6.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 51.6 | 27.0% | 30.1% | 27.8% |
| 6-10 Years Experience | 44.7 | 23.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 52.9 | 27.6% | 28.3% | 29.1% |
| 21-30 Years Experience | 22.8 | 11.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 6.9 | 3.6% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 15.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.5 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 4.5 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.3 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,594 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,828 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,819 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,686 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$63,822 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$76,389 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,170 | \$60,082 | \$57,641 |
| Professional Support | \$79,505 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,647 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 3.0 | 1.6% | 13.8% | 6.2% |
| Career and Technical Education | 23.4 | 12.2% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 111.7 | 58.3% | 63.3% | 71.0% |
| Special Education | 32.0 | 16.7% | 14.6% | 9.4% |
| Other | 21.5 | 11.2% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PASADENA MEMORIAL H S (101917013) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THE SUMMIT (HIGH SCHOOL)

Campus Number: 101917014

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 90% | * | 88% | 100% | - | - | - | - | 100% | * | 90% | 91% | 90% | 79% |
| Included in Accountability | 83% | 88% | 0% | * | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| Not Included in Accountability: Mobile | 3% | 3% | 88% | * | 85% | 100% | - | - | - | - | 100% | * | 87% | 91% | 88% | 71% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | * | 3% | 0% | - | - | - | - | 0% | * | 3% | 0% | 3% | 7% |
| Not Tested | 12% | 6% | 10% | * | 12% | 0% | - | - | - | - | 0% | * | 10% | 9% | 10% | 21% |
| Absent | 2% | 2% | 10% | * | 12% | 0% | - | - | - | - | 0% | * | 10% | 9% | 10% | 21% |
| Other | 10% | 4% | 0% | * | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |
| Included in Accountability | 94% | 94% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |
| Not Included in Accountability: Mobile | 4% | 3% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |
| Not Included in Accountability: Other Exclusions | 1% | 2% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |
| Not Tested | 1% | 1% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |
| Absent | 1% | 1% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |
| Other | 0% | 0% | * | - | * | - | - | - | - | - | * | - | - | * | * | - |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 85.6% | 84.8% | 85.7% | 86.8% | * | * | * | * | 82.6% | 85.4% | 85.0% |
| 2018-19 | 95.4% | 94.4% | 73.2% | 67.6% | 74.0% | 74.6% | * | * | - | * | 73.1% | 72.9% | 73.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 49.2% | 46.6% | 49.4% | 52.0% | * | * | * | 66.7% | 56.0% | 51.1% | 50.0% |
| 2018-19 | 11.4% | 15.3% | 69.9% | 78.9% | 68.7% | 69.7% | * | 60.0% | - | * | 67.0% | 71.6% | 71.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 4.0% | 7.1% | 3.9% | 0.0% | * | * | * | * | 0.0% | 3.8% | 2.6% |
| | 2018-19 | 44.6% | 39.1% | 3.6% | 0.0% | 4.5% | 0.0% | * | * | - | - | 0.0% | 2.8% | 5.6% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | * | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 17.8% | 17.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | 0.0% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 3.6% | 8.0% | 3.4% | 0.0% | * | * | * | * | 0.0% | 3.2% | 0.0% |
| | 2018-19 | 20.4% | 17.0% | 4.0% | 0.0% | 5.0% | 0.0% | * | * | - | - | 0.0% | 3.0% | 3.1% |
| Science | 2019-20 | 22.4% | 12.4% | 0.5% | 0.0% | 0.6% | 0.0% | - | * | * | * | 0.0% | 0.6% | 0.0% |
| | 2018-19 | 21.7% | 12.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | 0.0% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | * | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 23.6% | 17.2% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | - | 0.0% | 0.0% | 0.0% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | - | - | - | - | - | - | - | - | - | - | - |
| | 2018-19 | 59.0% | 50.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | - | - | - | - | - | - | - | - | - | - | - |
| | 2017-18 | 53.4% | 52.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | - | - | - | - | - | - | - | - | - | - | - |
| | 2017-18 | 60.7% | 54.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Student Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 48 | 100.0% | 50,547 | 5,359,040 | 48 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 24 | 50.0% | 7.9% | 8.1% | 24 | 50.0% | 7.9% | 8.1% |
| Grade 10 | 12 | 25.0% | 8.1% | 7.8% | 12 | 25.0% | 8.1% | 7.8% |
| Grade 11 | 10 | 20.8% | 7.7% | 7.2% | 10 | 20.8% | 7.7% | 7.2% |
| Grade 12 | 2 | 4.2% | 7.6% | 6.8% | 2 | 4.2% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 7 | 14.6% | 7.7% | 12.7% | 7 | 14.6% | 7.7% | 12.7% |
| Hispanic | 38 | 79.2% | 83.2% | 52.9% | 38 | 79.2% | 83.2% | 52.9% |
| White | 3 | 6.3% | 5.3% | 26.5% | 3 | 6.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 12 | 25.0% | 48.5% | 48.9% | 12 | 25.0% | 48.5% | 48.9% |
| Male | 36 | 75.0% | 51.5% | 51.1% | 36 | 75.0% | 51.5% | 51.1% |
| Economically Disadvantaged | 42 | 87.5% | 83.8% | 60.3% | 42 | 87.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 6 | 12.5% | 16.2% | 39.7% | 6 | 12.5% | 16.3% | 39.8% |
| Section 504 Students | 3 | 6.3% | 5.8% | 7.2% | 3 | 6.3% | 5.7% | 7.2% |
| EB Students/EL | 16 | 33.3% | 30.0% | 20.7% | 16 | 33.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 178 | 40.1% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 1 | 2.1% | 4.6% | 4.5% | 1 | 2.1% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 2.1% | 0.8% | 1.1% | 1 | 2.1% | 0.8% | 1.1% |
| Immigrant | 1 | 2.1% | 2.8% | 2.0% | 1 | 2.1% | 2.8% | 2.0% |
| Migrant | 1 | 2.1% | 0.2% | 0.3% | 1 | 2.1% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 48 | 100.0% | 58.7% | 49.2% | 48 | 100.0% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 16 | 33.3% | 28.1% | 21.0% | 16 | 33.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 2 | 4.2% | 5.6% | 8.3% | 2 | 4.2% | 5.6% | 8.3% |
| Special Education | 6 | 12.5% | 11.9% | 11.1% | 6 | 12.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 6 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | ** | ** | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 0 | 0.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 436 | 98.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 60 | 13.5% | 2.2% | 2.8% | | | | |
| Hispanic | 339 | 76.4% | 10.6% | 7.1% | | | | |
| White | 25 | 5.6% | 1.0% | 3.1% | | | | |
| American Indian | 2 | 0.5% | 0.0% | 0.1% | | | | |
| Asian | 3 | 0.7% | 0.2% | 0.4% | | | | |
| Pacific Islander | 1 | 0.2% | 0.0% | 0.0% | | | | |
| Two or More Races | 6 | 1.4% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 56 | 100.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 80 | 98.8% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 351 | 97.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | - | - | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 27.0% | 2.4% | 4.7% | 0.0% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 3.0 | 14.9 | 15.7 |
| Foreign Languages | 2.9 | 19.5 | 17.8 |
| Mathematics | 2.1 | 16.4 | 16.9 |
| Science | 2.1 | 17.0 | 17.9 |
| Social Studies | 2.3 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 27.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 20.9 | 75.1% | 58.7% | 64.3% |
| Teachers | 14.9 | 53.5% | 45.1% | 49.6% |
| Professional Support | 3.0 | 10.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 10.8% | 2.3% | 3.0% |
| Educational Aides: | 6.9 | 24.9% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 16.8 | 60.5% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 5.9 | 39.6% | 9.9% | 11.1% |
| Hispanic | 2.0 | 13.4% | 38.0% | 28.4% |
| White | 6.0 | 40.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 6.7% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 9.0 | 60.4% | 24.8% | 23.8% |
| Females | 5.9 | 39.6% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 9.0 | 60.4% | 75.9% | 73.0% |
| Masters | 4.9 | 32.8% | 22.3% | 25.0% |
| Doctorate | 1.0 | 6.7% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 3.0 | 20.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 7.9 | 53.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 3.0 | 20.1% | 28.3% | 29.1% |
| 21-30 Years Experience | 1.0 | 6.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 3.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 13.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 9.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 9.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,202 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,763 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,485 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$70,267 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,232 | \$60,082 | \$57,641 |
| Professional Support | \$76,946 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,600 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 1.3 | 9.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 10.2 | 68.4% | 63.3% | 71.0% |
| Special Education | 3.4 | 22.6% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THE SUMMIT (HIGH SCHOOL) (101917014) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: DR KIRK LEWIS CAREER AND TECHNICAL

Campus Number: 101917016

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 62% | 77% | 67% | 77% | 75% | - | 93% | - | * | 39% | * | 77% | 79% | 75% | 43% |
| | 2019 | 68% | 60% | 76% | 67% | 77% | 73% | * | 100% | - | * | 53% | 67% | 76% | 86% | 75% | 68% |
| At Meets Grade Level or Above | 2021 | 50% | 43% | 58% | 53% | 57% | 60% | - | 86% | - | * | 18% | * | 56% | 68% | 54% | 18% |
| | 2019 | 50% | 42% | 60% | 33% | 60% | 57% | * | 100% | - | * | 25% | 67% | 58% | 83% | 60% | 49% |
| At Masters Grade Level | 2021 | 12% | 8% | 9% | 13% | 7% | 20% | - | 50% | - | * | 4% | * | 10% | 8% | 6% | 1% |
| | 2019 | 11% | 6% | 8% | 11% | 8% | 3% | * | 57% | - | * | 0% | 0% | 8% | 14% | 8% | 4% |
| End of Course English II | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 69% | 86% | 100% | 84% | 97% | - | 100% | - | * | 58% | 100% | 86% | 85% | 85% | 60% |
| | 2019 | 68% | 61% | 77% | 75% | 75% | 89% | - | 78% | - | 100% | 39% | 80% | 76% | 88% | 75% | 63% |
| At Meets Grade Level or Above | 2021 | 57% | 53% | 72% | 58% | 72% | 82% | - | 100% | - | * | 35% | 100% | 72% | 85% | 72% | 38% |
| | 2019 | 49% | 41% | 55% | 75% | 51% | 74% | - | 56% | - | 100% | 14% | 60% | 54% | 61% | 52% | 35% |
| At Masters Grade Level | 2021 | 11% | 9% | 10% | 0% | 10% | 12% | - | 40% | - | * | 8% | 0% | 10% | 15% | 9% | 0% |
| | 2019 | 8% | 5% | 7% | 0% | 6% | 8% | - | 33% | - | 40% | 0% | 0% | 7% | 9% | 7% | 3% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 92% | 89% | 93% | 89% | - | 89% | - | * | 82% | * | 93% | 90% | 94% | 86% |
| | 2019 | 85% | 90% | 97% | 100% | 98% | 87% | * | * | - | * | 85% | * | 98% | 90% | 97% | 99% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 57% | 56% | 56% | 67% | - | 78% | - | * | 23% | * | 56% | 60% | 55% | 41% |
| | 2019 | 61% | 73% | 80% | 67% | 81% | 74% | * | * | - | * | 56% | * | 80% | 76% | 82% | 72% |
| At Masters Grade Level | 2021 | 23% | 29% | 27% | 33% | 25% | 33% | - | 78% | - | * | 9% | * | 25% | 40% | 25% | 19% |
| | 2019 | 37% | 46% | 51% | 44% | 52% | 48% | * | * | - | * | 37% | * | 51% | 55% | 51% | 46% |
| End of Course Biology | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 82% | 81% | 92% | 93% | 92% | 89% | - | 93% | - | * | 78% | * | 92% | 92% | 92% | 77% |
| | 2019 | 88% | 87% | 99% | 100% | 98% | 100% | * | 100% | - | * | 100% | * | 98% | 100% | 99% | 97% |
| At Meets Grade Level or Above | 2021 | 55% | 54% | 74% | 79% | 71% | 89% | - | 93% | - | * | 43% | * | 73% | 77% | 71% | 41% |
| | 2019 | 62% | 60% | 82% | 75% | 83% | 75% | * | 100% | - | * | 58% | * | 82% | 84% | 83% | 76% |
| At Masters Grade Level | 2021 | 22% | 20% | 25% | 43% | 21% | 42% | - | 71% | - | * | 13% | * | 24% | 33% | 19% | 5% |
| | 2019 | 25% | 21% | 34% | 0% | 34% | 38% | * | 86% | - | * | 13% | * | 33% | 50% | 33% | 31% |
| End of Course U.S. History | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 88% | 88% | 97% | 100% | 97% | 100% | - | 100% | - | * | 100% | * | 97% | 100% | 97% | 77% |
| | 2019 | 93% | 92% | 99% | 100% | 99% | 100% | - | * | - | * | 100% | * | 99% | 100% | 99% | 96% |
| At Meets Grade Level or Above | 2021 | 69% | 65% | 83% | 71% | 83% | 85% | - | 100% | - | * | 59% | * | 84% | 78% | 81% | 40% |
| | 2019 | 73% | 73% | 83% | 83% | 82% | 90% | - | * | - | * | 63% | * | 82% | 87% | 81% | 59% |
| At Masters Grade Level | 2021 | 43% | 35% | 50% | 14% | 49% | 60% | - | 86% | - | * | 47% | * | 50% | 39% | 48% | 9% |
| | 2019 | 45% | 42% | 52% | 33% | 52% | 65% | - | * | - | * | 21% | * | 52% | 53% | 51% | 31% |
| SAT/ACT All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 95% | 97% | 97% | - | 96% | 100% | - | * | - | * | - | - | 98% | * | 96% | * |
| At Meets Grade Level or Above | 2021 | 69% | 67% | 63% | - | 57% | 86% | - | * | - | * | - | - | 64% | * | 62% | * |
| At Masters Grade Level | 2021 | 14% | 6% | 7% | - | 4% | 14% | - | * | - | * | - | - | 8% | * | 4% | * |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 89% | 88% | 88% | 92% | - | 94% | - | 83% | 68% | 100% | 89% | 88% | 88% | 66% |
| | 2019 | 78% | 76% | 88% | 88% | 88% | 89% | * | 93% | - | 100% | 70% | 81% | 88% | 92% | 88% | 82% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 69% | 63% | 67% | 79% | - | 90% | - | 67% | 34% | 83% | 68% | 71% | 66% | 34% |
| | 2019 | 50% | 45% | 71% | 68% | 70% | 73% | * | 86% | - | 89% | 39% | 62% | 70% | 77% | 70% | 58% |
| At Masters Grade Level | 2021 | 18% | 12% | 23% | 21% | 21% | 30% | - | 65% | - | 17% | 14% | 8% | 23% | 26% | 20% | 6% |
| | 2019 | 24% | 18% | 28% | 18% | 28% | 27% | * | 61% | - | 44% | 12% | 14% | 28% | 33% | 28% | 20% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 81% | 81% | 80% | 89% | - | 95% | - | 60% | 48% | 100% | 81% | 81% | 80% | 50% |
| | 2019 | 75% | 72% | 77% | 71% | 76% | 82% | * | 88% | - | 100% | 46% | 73% | 76% | 87% | 75% | 66% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 65% | 56% | 64% | 74% | - | 89% | - | 60% | 26% | 86% | 64% | 73% | 62% | 27% |
| | 2019 | 48% | 42% | 57% | 57% | 56% | 66% | * | 75% | - | 100% | 20% | 64% | 56% | 72% | 56% | 43% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 7% | 8% | 15% | - | 47% | - | 0% | 6% | 0% | 10% | 10% | 7% | 1% |
| | 2019 | 21% | 15% | 8% | 5% | 7% | 6% | * | 44% | - | 50% | 0% | 0% | 7% | 12% | 8% | 3% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 93% | 89% | 93% | 94% | - | 92% | - | * | 82% | * | 94% | 88% | 94% | 85% |
| | 2019 | 82% | 82% | 97% | 100% | 98% | 87% | * | * | - | * | 85% | * | 98% | 90% | 97% | 99% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 58% | 56% | 56% | 75% | - | 83% | - | * | 23% | * | 58% | 59% | 56% | 41% |
| | 2019 | 52% | 47% | 80% | 67% | 81% | 74% | * | * | - | * | 56% | * | 80% | 76% | 82% | 72% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 18% | 11% | 24% | 33% | 22% | 25% | - | 75% | - | * | 9% | * | 22% | 39% | 22% | 18% |
| | 2019 | 26% | 21% | 51% | 44% | 52% | 48% | * | * | - | * | 37% | * | 51% | 55% | 51% | 46% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 92% | 93% | 92% | 89% | - | 93% | - | * | 78% | * | 92% | 92% | 92% | 77% |
| | 2019 | 81% | 80% | 99% | 100% | 98% | 100% | * | 100% | - | * | 100% | * | 98% | 100% | 99% | 97% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 74% | 79% | 71% | 89% | - | 93% | - | * | 43% | * | 73% | 77% | 71% | 41% |
| | 2019 | 54% | 50% | 82% | 75% | 83% | 75% | * | 100% | - | * | 58% | * | 82% | 84% | 83% | 76% |
| At Masters Grade Level | 2021 | 20% | 12% | 25% | 43% | 21% | 42% | - | 71% | - | * | 13% | * | 24% | 33% | 19% | 5% |
| | 2019 | 25% | 19% | 34% | 0% | 34% | 38% | * | 86% | - | * | 13% | * | 33% | 50% | 33% | 31% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 97% | 100% | 97% | 100% | - | 100% | - | * | 100% | * | 97% | 100% | 97% | 77% |
| | 2019 | 81% | 80% | 99% | 100% | 99% | 100% | - | * | - | * | 100% | * | 99% | 100% | 99% | 96% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 83% | 71% | 83% | 85% | - | 100% | - | * | 59% | * | 84% | 78% | 81% | 40% |
| | 2019 | 55% | 54% | 83% | 83% | 82% | 90% | - | * | - | * | 63% | * | 82% | 87% | 81% | 59% |
| At Masters Grade Level | 2021 | 29% | 21% | 50% | 14% | 49% | 60% | - | 86% | - | * | 47% | * | 50% | 39% | 48% | 9% |
| | 2019 | 33% | 30% | 52% | 33% | 52% | 65% | - | * | - | * | 21% | * | 52% | 53% | 51% | 31% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| End of Course English II | 2019 | 69 | 68 | 67 | 88 | 65 | 72 | - | 69 | - | 100 | 84 | * | 67 | 68 | 65 | 59 |
| | 2018 | 67 | 65 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| End of Course Algebra I | 2019 | 75 | 88 | 87 | 86 | 88 | 78 | * | * | - | - | 70 | * | 89 | 76 | 89 | 85 |
| | 2018 | 72 | 68 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades Both Subjects | 2019 | 69 | 69 | 76 | 87 | 76 | 75 | * | 72 | - | 100 | 76 | 57 | 76 | 72 | 76 | 73 |
| | 2018 | 69 | 68 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades ELA/Reading | 2019 | 68 | 68 | 67 | 88 | 65 | 72 | - | 69 | - | 100 | 84 | * | 67 | 68 | 65 | 59 |
| | 2018 | 69 | 68 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| All Grades Mathematics | 2019 | 70 | 70 | 87 | 86 | 88 | 78 | * | * | - | - | 70 | * | 89 | 76 | 89 | 85 |
| | 2018 | 70 | 69 | - | - | - | - | - | - | - | - | - | - | - | - | - | - |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 89% | - | - | - | - | - | - | 67% | - | 67% | - | 62% | 93% | 66% | 100% |
| | 2019 | 78% | 76% | 88% | - | - | - | - | - | - | 58% | - | 58% | - | 71% | | 59% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 69% | - | - | - | - | - | - | 34% | - | 34% | - | 31% | 77% | 34% | 57% |
| | 2019 | 50% | 45% | 71% | - | - | - | - | - | - | 27% | - | 27% | - | 25% | | 26% | |
| At Masters Grade Level | 2021 | 18% | 12% | 23% | - | - | - | - | - | - | 7% | - | 7% | - | 0% | 27% | 6% | 10% |
| | 2019 | 24% | 18% | 28% | - | - | - | - | - | - | 6% | - | 6% | - | 4% | | 6% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 81% | - | - | - | - | - | - | 51% | - | 51% | - | 38% | 89% | 50% | - |
| | 2019 | 75% | 72% | 77% | - | - | - | - | - | - | 32% | - | 32% | - | 42% | | 33% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 65% | - | - | - | - | - | - | 27% | - | 27% | - | 23% | 74% | 27% | - |
| | 2019 | 48% | 42% | 57% | - | - | - | - | - | - | 13% | - | 13% | - | 8% | | 13% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | - | - | - | - | - | - | 1% | - | 1% | - | 0% | 12% | 1% | - |
| | 2019 | 21% | 15% | 8% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | | 0% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 93% | - | - | - | - | - | - | 85% | - | 85% | - | * | 95% | 84% | 100% |
| | 2019 | 82% | 82% | 97% | - | - | - | - | - | - | 97% | - | 97% | - | 100% | | 97% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 58% | - | - | - | - | - | - | 41% | - | 41% | - | * | 63% | 40% | 57% |
| | 2019 | 52% | 47% | 80% | - | - | - | - | - | - | 58% | - | 58% | - | 33% | | 54% | |
| At Masters Grade Level | 2021 | 18% | 11% | 24% | - | - | - | - | - | - | 20% | - | 20% | - | * | 28% | 19% | 10% |
| | 2019 | 26% | 21% | 51% | - | - | - | - | - | - | 23% | - | 23% | - | 17% | | 22% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 92% | - | - | - | - | - | - | 77% | - | 77% | - | * | 96% | 77% | - |
| | 2019 | 81% | 80% | 99% | - | - | - | - | - | - | 88% | - | 88% | - | 100% | | 90% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 74% | - | - | - | - | - | - | 39% | - | 39% | - | * | 81% | 41% | - |
| | 2019 | 54% | 50% | 82% | - | - | - | - | - | - | 35% | - | 35% | - | 50% | | 38% | |
| At Masters Grade Level | 2021 | 20% | 12% | 25% | - | - | - | - | - | - | 6% | - | 6% | - | * | 30% | 5% | - |
| | 2019 | 25% | 19% | 34% | - | - | - | - | - | - | 9% | - | 9% | - | 0% | | 8% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 97% | - | - | - | - | - | - | 73% | - | 73% | - | 100% | 100% | 77% | - |
| | 2019 | 81% | 80% | 99% | - | - | - | - | - | - | 96% | - | 96% | - | - | | 96% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 83% | - | - | - | - | - | - | 43% | - | 43% | - | 20% | 88% | 40% | - |
| | 2019 | 55% | 54% | 83% | - | - | - | - | - | - | 39% | - | 39% | - | - | | 39% | |
| At Masters Grade Level | 2021 | 29% | 21% | 50% | - | - | - | - | - | - | 10% | - | 10% | - | 0% | 54% | 9% | - |
| | 2019 | 33% | 30% | 52% | - | - | - | - | - | - | 9% | - | 9% | - | - | | 9% | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 93% | 98% | 98% | - | 100% | - | 100% | 99% | 100% | 98% | 97% | 97% | 96% |
| Included in Accountability | 83% | 88% | 95% | 93% | 95% | 95% | - | 95% | - | 100% | 97% | 100% | 95% | 92% | 95% | 85% |
| Not Included in Accountability: Mobile | 3% | 3% | 0% | 0% | 0% | 4% | - | 0% | - | 0% | 0% | 0% | 0% | 3% | 0% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | 5% | - | 0% | 2% | 0% | 2% | 3% | 2% | 11% |
| Not Tested | 12% | 6% | 2% | 7% | 2% | 2% | - | 0% | - | 0% | 1% | 0% | 2% | 3% | 3% | 4% |
| Absent | 2% | 2% | 1% | 2% | 1% | 1% | - | 0% | - | 0% | 0% | 0% | 1% | 3% | 1% | 2% |
| Other | 10% | 4% | 2% | 5% | 2% | 1% | - | 0% | - | 0% | 1% | 0% | 2% | 1% | 2% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | - | 100% | 98% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 99% | 100% | 99% | 99% | * | 97% | - | 100% | 96% | 100% | 99% | 96% | 99% | 98% |
| Not Included in Accountability: Mobile | 4% | 3% | 0% | 0% | 0% | 1% | * | 0% | - | 0% | 2% | 0% | 0% | 1% | 0% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | * | 3% | - | 0% | 1% | 0% | 0% | 3% | 0% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 2% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 2% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.1% | 98.9% | 99.1% | 98.7% | * | 99.7% | - | 99.7% | 99.2% | 99.0% | 99.1% |
| 2018-19 | 95.4% | 94.4% | 96.1% | 95.2% | 96.1% | 96.5% | * | 97.9% | - | 98.3% | 94.5% | 95.9% | 95.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.5% | 5.0% | 4.6% | 4.3% | * | 0.0% | - | 0.0% | 3.4% | 4.5% | 3.3% |
| 2018-19 | 11.4% | 15.3% | 8.3% | 7.7% | 8.7% | 5.7% | * | 3.1% | - | 0.0% | 14.3% | 9.3% | 14.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | 0.1% | 0.0% | 0.1% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.7% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | 0.0% | 0.0% | 0.0% | 0.0% |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|--------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | 0.6% | 0.0% | 0.7% | 0.0% | - | * | - | * | 8.7% | 0.4% | 11.8% |
| 2018-19 | 4.4% | 1.0% | 1.0% | 0.0% | 1.1% | 0.0% | * | 0.0% | - | * | 16.7% | 0.9% | 5.6% |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | 93.7% | 100.0% | 93.3% | 95.0% | - | * | - | * | 91.3% | 93.8% | 82.4% |
| 2018-19 | 82.1% | 76.7% | 95.8% | 83.3% | 96.2% | 95.2% | * | 100.0% | - | * | 61.1% | 96.0% | 83.3% |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | 94.3% | 100.0% | 94.0% | 95.0% | - | * | - | * | 100.0% | 94.3% | 94.1% |
| 2018-19 | 85.9% | 76.8% | 96.8% | 83.3% | 97.3% | 95.2% | * | 100.0% | - | * | 77.8% | 96.9% | 88.9% |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | 335 | 100.0% | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | 10 | 3.0% | 255 | 44,729 |
| Hispanic | 300 | 89.6% | 3,119 | 184,060 |
| White | 20 | 6.0% | 189 | 105,215 |
| American Indian | 0 | 0.0% | 7 | 1,226 |
| Asian | 4 | 1.2% | 140 | 17,126 |
| Pacific Islander | 0 | 0.0% | 2 | 557 |
| Two or More Races | 1 | 0.3% | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | 0 | 0.0% | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | 0 | 0.0% | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | 19 | 5.7% | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | 2 | 0.6% | 178 | 15,689 |
| Foundation H.S. Program (DLA) | 314 | 93.7% | 2,765 | 292,532 |
| Special Education Graduates | 23 | 6.9% | 341 | 29,018 |
| Economically Disadvantaged Graduates | 227 | 67.8% | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | 17 | 5.1% | 407 | 29,639 |
| At-Risk Graduates | 96 | 28.7% | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| College, Career, and Military Ready Graduates (Student Achievement) | | | | | | | | | | | | | |
| College, Career, or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 63.0% | 51.0% | 74.6% | 40.0% | 75.0% | 80.0% | - | * | - | * | 100.0% | 73.1% | 70.6% |
| 2018-19 | 72.9% | 65.1% | 88.8% | 79.2% | 89.3% | 88.1% | * | 92.3% | - | * | 100.0% | 89.4% | 83.3% |
| College Ready Graduates | | | | | | | | | | | | | |
| College Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 53.4% | 39.9% | 48.1% | 30.0% | 47.7% | 50.0% | - | * | - | * | 17.4% | 49.8% | 17.6% |
| 2018-19 | 53.0% | 45.6% | 64.4% | 41.7% | 64.4% | 66.7% | * | 84.6% | - | * | 22.2% | 65.0% | 27.8% |
| TSI Criteria Graduates in English Language Arts (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 59.7% | 51.1% | 58.5% | 60.0% | 56.3% | 80.0% | - | * | - | * | 17.4% | 59.0% | 17.6% |
| 2018-19 | 60.7% | 55.9% | 67.0% | 75.0% | 64.8% | 81.0% | * | 76.9% | - | * | 11.1% | 63.7% | 11.1% |
| TSI Criteria Graduates in Mathematics (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 47.9% | 37.5% | 42.4% | 30.0% | 41.0% | 55.0% | - | * | - | * | 47.8% | 42.3% | 17.6% |
| 2018-19 | 48.6% | 45.1% | 61.5% | 58.3% | 58.6% | 81.0% | * | 92.3% | - | * | 66.7% | 60.6% | 61.1% |
| TSI Criteria Graduates in Both Subjects (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 43.2% | 31.4% | 34.3% | 30.0% | 32.3% | 50.0% | - | * | - | * | 0.0% | 34.8% | 5.9% |
| 2018-19 | 44.2% | 38.7% | 50.5% | 41.7% | 48.3% | 66.7% | * | 76.9% | - | * | 11.1% | 49.1% | 5.6% |
| AP / IB Met Criteria in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 21.1% | 18.9% | 31.6% | 10.0% | 31.3% | 35.0% | - | * | - | * | 17.4% | 32.2% | 17.6% |
| 2018-19 | 21.1% | 19.6% | 37.9% | 16.7% | 39.1% | 28.6% | * | 46.2% | - | * | 16.7% | 38.5% | 27.8% |
| Associate Degree (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.1% | 2.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 1.9% | 1.5% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| Dual Course Credits in Any Subject (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 24.6% | 10.0% | 12.5% | 0.0% | 12.3% | 20.0% | - | * | - | * | 0.0% | 12.8% | 5.9% |
| 2018-19 | 23.1% | 11.4% | 22.3% | 16.7% | 22.2% | 19.0% | * | 38.5% | - | * | 5.6% | 24.3% | 5.6% |
| Onramps Course Credits (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 4.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| Career / Military Ready Graduates | | | | | | | | | | | | | |
| Career or Military Ready (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 18.7% | 16.1% | 51.0% | 20.0% | 51.3% | 60.0% | - | * | - | * | 100.0% | 48.0% | 58.8% |
| 2018-19 | 40.4% | 33.5% | 70.1% | 62.5% | 71.1% | 69.0% | * | 61.5% | - | * | 100.0% | 71.5% | 77.8% |
| Approved Industry-Based Certification (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 13.2% | 8.1% | 47.2% | 20.0% | 47.0% | 60.0% | - | * | - | * | 43.5% | 46.3% | 41.2% |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------------------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| 2018-19 | 10.7% | 4.6% | 30.4% | 8.3% | 32.2% | 28.6% | * | 23.1% | - | * | 16.7% | 32.7% | 22.2% |
| Graduates with Level I or Level II Certificate (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 0.7% | 0.2% | 1.8% | 0.0% | 2.0% | 0.0% | - | * | - | * | 0.0% | 0.9% | 0.0% |
| 2018-19 | 0.6% | 0.4% | 4.2% | 8.3% | 4.2% | 4.8% | * | 0.0% | - | * | 11.1% | 5.3% | 5.6% |
| Graduate with Completed IEP and Workforce Readiness (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 2.4% | 4.6% | 0.9% | 0.0% | 0.7% | 5.0% | - | * | - | * | 13.0% | 0.9% | 11.8% |
| 2018-19 | 2.3% | 5.0% | 1.9% | 8.3% | 1.9% | 0.0% | * | 0.0% | - | * | 33.3% | 1.3% | 11.1% |
| Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates) | | | | | | | | | | | | | |
| 2019-20 | 3.7% | 4.6% | 6.9% | 0.0% | 7.3% | 5.0% | - | * | - | * | 100.0% | 5.3% | 29.4% |
| 2018-19 | 2.7% | 3.1% | 4.5% | 8.3% | 4.6% | 4.8% | * | 0.0% | - | * | 77.8% | 4.4% | 22.2% |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------------------------------------|---------------|-------|----------|--------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| TSIA Results (Graduates >= Criterion) (Annual Graduates) | | | | | | | | | | | | | | |
| Reading | 2019-20 | 30.1% | 14.3% | 21.2% | 40.0% | 20.3% | 25.0% | - | * | - | * | 8.7% | 21.6% | 5.9% |
| | 2018-19 | 33.4% | 24.3% | 25.2% | 25.0% | 26.1% | 19.0% | * | 7.7% | - | * | 11.1% | 25.2% | 11.1% |
| Mathematics | 2019-20 | 21.2% | 14.1% | 22.7% | 20.0% | 22.7% | 20.0% | - | * | - | * | 0.0% | 23.8% | 5.9% |
| | 2018-19 | 24.7% | 24.1% | 35.0% | 25.0% | 34.9% | 38.1% | * | 38.5% | - | * | 5.6% | 35.0% | 16.7% |
| Both Subjects | 2019-20 | 16.4% | 6.8% | 9.9% | 10.0% | 9.3% | 15.0% | - | * | - | * | 0.0% | 11.0% | 5.9% |
| | 2018-19 | 18.8% | 14.0% | 12.9% | 8.3% | 12.6% | 19.0% | * | 7.7% | - | * | 5.6% | 13.3% | 5.6% |
| Completed and Received Credit for College Prep Courses (Annual Graduates) | | | | | | | | | | | | | | |
| English Language Arts | 2019-20 | 7.3% | 5.2% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 5.1% | 8.0% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| Mathematics | 2019-20 | 9.7% | 7.3% | 4.8% | 0.0% | 5.0% | 5.0% | - | * | - | * | 47.8% | 4.0% | 11.8% |
| | 2018-19 | 7.3% | 5.7% | 6.5% | 16.7% | 6.5% | 4.8% | * | 0.0% | - | * | 61.1% | 7.5% | 38.9% |
| Both Subjects | 2019-20 | 4.2% | 3.0% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| | 2018-19 | 2.6% | 2.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| AP/IB Results (Participation) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 22.0% | 17.8% | 27.3% | 11.1% | 25.0% | 41.1% | - | 90.9% | - | 60.0% | 5.1% | 24.9% | 9.4% |
| | 2019 | 25.2% | 24.4% | 33.0% | 34.8% | 31.8% | 35.7% | * | 64.7% | - | * | 2.4% | 30.1% | 0.0% |
| English Language Arts | 2020 | 12.7% | 9.9% | 13.4% | 5.6% | 10.6% | 28.6% | - | 72.7% | - | 60.0% | 0.0% | 12.9% | 3.8% |
| | 2019 | 14.5% | 13.8% | 17.7% | 13.0% | 16.9% | 23.8% | * | 35.3% | - | * | 0.0% | 14.6% | 0.0% |
| Mathematics | 2020 | 6.4% | 5.9% | 10.1% | 0.0% | 9.6% | 12.5% | - | 36.4% | - | 20.0% | 0.0% | 9.7% | 1.9% |
| | 2019 | 7.4% | 6.9% | 8.3% | 4.3% | 7.4% | 9.5% | * | 41.2% | - | * | 0.0% | 7.5% | 0.0% |
| Science | 2020 | 9.4% | 8.3% | 16.2% | 5.6% | 14.2% | 25.0% | - | 90.9% | - | 20.0% | 0.0% | 13.3% | 7.5% |
| | 2019 | 10.4% | 12.8% | 17.7% | 17.4% | 17.2% | 19.0% | * | 29.4% | - | * | 0.0% | 16.5% | 0.0% |
| Social Studies | 2020 | 12.4% | 8.4% | 15.6% | 11.1% | 13.7% | 19.6% | - | 81.8% | - | 60.0% | 2.6% | 14.4% | 7.5% |
| | 2019 | 13.9% | 11.5% | 19.9% | 17.4% | 19.2% | 19.0% | * | 47.1% | - | * | 0.0% | 18.2% | 0.0% |
| AP/IB Results (Examinees >= Criterion) (Grades 11-12) | | | | | | | | | | | | | | |
| All Subjects | 2020 | 59.0% | 48.4% | 58.2% | * | 54.1% | 73.9% | - | 80.0% | - | * | * | 56.8% | 60.0% |
| | 2019 | 51.0% | 40.4% | 40.3% | 12.5% | 38.7% | 40.0% | - | 81.8% | - | * | * | 38.9% | - |
| English Language Arts | 2020 | 50.1% | 38.0% | 58.9% | * | 51.6% | 75.0% | - | 75.0% | - | * | - | 52.5% | * |
| | 2019 | 41.2% | 21.5% | 23.3% | * | 19.8% | 30.0% | - | 66.7% | - | * | - | 18.6% | - |
| Mathematics | 2020 | 56.5% | 47.6% | 63.2% | - | 57.1% | 100.0% | - | * | - | * | - | 63.0% | * |
| | 2019 | 52.2% | 50.1% | 46.3% | * | 38.1% | * | - | 71.4% | - | - | - | 38.9% | - |
| Science | 2020 | 47.6% | 32.2% | 38.5% | * | 32.5% | 71.4% | - | 40.0% | - | * | - | 34.9% | * |
| | 2019 | 40.6% | 20.9% | 25.0% | * | 23.5% | 12.5% | - | 80.0% | - | * | - | 22.8% | - |

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------|---------------|-------|----------|---------------|------------------|----------|--------|-----------------|-------|------------------|-------------------|------------|-------------|--------|
| Social Studies | 2020 | 52.3% | 32.7% | 34.3% | * | 31.3% | 27.3% | - | 66.7% | - | * | * | 38.2% | * |
| | 2019 | 46.3% | 28.3% | 25.4% | * | 22.9% | 12.5% | - | 75.0% | - | * | - | 23.0% | - |
| SAT/ACT Results (Annual Graduates) | | | | | | | | | | | | | | |
| Tested | 2019-20 | 76.7% | 94.1% | 100.0% | 100.0% | 100.0% | 100.0% | - | * | - | * | 100.0% | 100.0% | 100.0% |
| | 2018-19 | 75.0% | 90.8% | 96.8% | 91.7% | 97.3% | 95.2% | * | 92.3% | - | * | 88.9% | 96.9% | 88.9% |
| At/Above Criterion for All Examinees | 2019-20 | 35.7% | 21.4% | 22.4% | 9.1% | 20.3% | 42.9% | - | * | - | * | 0.0% | 22.0% | 0.0% |
| | 2018-19 | 36.1% | 23.6% | 28.1% | 18.2% | 24.8% | 55.0% | * | 66.7% | - | * | 6.3% | 25.6% | 0.0% |
| Average SAT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 1019 | 939 | 958 | 911 | 951 | 1024 | - | * | - | * | 782 | 957 | 813 |
| | 2018-19 | 1027 | 934 | 988 | 980 | 973 | 1094 | * | 1125 | - | * | 800 | 976 | 811 |
| English Language Arts and Writing | 2019-20 | 513 | 469 | 483 | 465 | 479 | 517 | - | * | - | * | 403 | 481 | 405 |
| | 2018-19 | 517 | 465 | 494 | 507 | 487 | 548 | * | 545 | - | * | 399 | 487 | 387 |
| Mathematics | 2019-20 | 506 | 470 | 475 | 446 | 472 | 507 | - | * | - | * | 379 | 476 | 408 |
| | 2018-19 | 510 | 468 | 494 | 473 | 486 | 546 | * | 580 | - | * | 401 | 489 | 424 |
| Average ACT Score (Annual Graduates) | | | | | | | | | | | | | | |
| All Subjects | 2019-20 | 20.2 | 21.0 | 23.3 | - | 23.0 | - | - | * | - | * | - | 22.8 | - |
| | 2018-19 | 20.6 | 19.7 | 20.8 | - | 20.4 | * | - | 22.0 | - | - | - | 19.9 | - |
| English Language Arts | 2019-20 | 19.9 | 20.7 | 23.8 | - | 23.1 | - | - | * | - | * | - | 23.2 | - |
| | 2018-19 | 20.3 | 19.1 | 20.2 | - | 20.1 | * | - | 21.3 | - | - | - | 19.1 | - |
| Mathematics | 2019-20 | 20.1 | 21.0 | 21.9 | - | 21.6 | - | - | * | - | * | - | 21.4 | - |
| | 2018-19 | 20.4 | 19.9 | 20.9 | - | 20.3 | * | - | 22.0 | - | - | - | 20.0 | - |
| Science | 2019-20 | 20.5 | 21.3 | 23.5 | - | 23.9 | - | - | * | - | * | - | 22.9 | - |
| | 2018-19 | 20.8 | 20.2 | 20.6 | - | 20.1 | * | - | 22.2 | - | - | - | 20.5 | - |

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | Academic Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|-------------------------------------------------------------------------------------------------------|---------------|-------|----------|---------------|------------------|----------|--------|-----------------|--------|------------------|-------------------|------------|-------------|--------|
| Advanced/Dual-Credit Course Completion (Grades 9-12) | | | | | | | | | | | | | | |
| Any Subject | 2019-20 | 46.3% | 41.0% | 45.7% | 32.4% | 45.5% | 46.4% | * | 77.3% | - | 44.4% | 25.3% | 44.1% | 22.8% |
| | 2018-19 | 44.6% | 39.1% | 50.0% | 47.2% | 49.1% | 49.0% | * | 84.4% | - | 62.5% | 27.4% | 49.1% | 34.9% |
| English Language Arts | 2019-20 | 18.2% | 18.8% | 10.7% | 10.8% | 9.3% | 19.3% | * | 40.9% | - | 33.3% | 0.0% | 10.5% | 6.7% |
| | 2018-19 | 17.8% | 17.3% | 13.8% | 13.9% | 13.2% | 13.7% | * | 34.4% | - | 25.0% | 1.2% | 12.9% | 5.8% |
| Mathematics | 2019-20 | 20.7% | 18.2% | 21.7% | 21.6% | 21.1% | 21.5% | * | 47.6% | - | 44.4% | 8.0% | 20.0% | 8.8% |
| | 2018-19 | 20.4% | 17.0% | 24.5% | 19.4% | 23.9% | 23.5% | * | 53.1% | - | 25.0% | 2.4% | 24.0% | 8.7% |
| Science | 2019-20 | 22.4% | 12.4% | 28.1% | 27.0% | 27.6% | 29.4% | * | 59.1% | - | 22.2% | 18.4% | 26.3% | 12.2% |
| | 2018-19 | 21.7% | 12.7% | 31.7% | 38.9% | 30.3% | 33.3% | * | 68.8% | - | 25.0% | 20.2% | 30.7% | 19.4% |
| Social Studies | 2019-20 | 24.6% | 19.2% | 22.5% | 8.3% | 21.7% | 25.0% | * | 72.7% | - | 33.3% | 2.3% | 22.5% | 6.8% |
| | 2018-19 | 23.6% | 17.2% | 28.0% | 22.9% | 26.4% | 32.4% | * | 71.9% | - | 62.5% | 0.0% | 26.9% | 6.6% |
| CTE Coherent Sequence (Annual Graduates) | | | | | | | | | | | | | | |
| | 2019-20 | 58.5% | 57.1% | 100.0% | 100.0% | 100.0% | 100.0% | - | * | - | * | 100.0% | 100.0% | 100.0% |
| | 2018-19 | 59.0% | 50.6% | 100.0% | 100.0% | 100.0% | 100.0% | * | 100.0% | - | * | 100.0% | 100.0% | 100.0% |
| Graduates Enrolled in Texas Institution of Higher Education (TX IHE) | | | | | | | | | | | | | | |
| | 2018-19 | 52.6% | 50.9% | 53.7% | 83.3% | 51.3% | 61.9% | * | 69.2% | - | * | 16.7% | 50.9% | 11.1% |
| | 2017-18 | 53.4% | 52.3% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course | | | | | | | | | | | | | | |
| | 2018-19 | 42.2% | 47.3% | 27.5% | * | 22.6% | * | - | 40.0% | - | - | - | 26.7% | - |
| | 2017-18 | 60.7% | 54.4% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Student Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 1,479 | 100.0% | 50,547 | 5,359,040 | 1,479 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 23 | 1.6% | 3.8% | 3.7% | 23 | 1.6% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 405 | 27.4% | 7.9% | 8.1% | 405 | 27.4% | 7.9% | 8.1% |
| Grade 10 | 376 | 25.4% | 8.1% | 7.8% | 376 | 25.4% | 8.1% | 7.8% |
| Grade 11 | 344 | 23.3% | 7.7% | 7.2% | 344 | 23.3% | 7.7% | 7.2% |
| Grade 12 | 331 | 22.4% | 7.6% | 6.8% | 331 | 22.4% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 46 | 3.1% | 7.7% | 12.7% | 46 | 3.1% | 7.7% | 12.7% |
| Hispanic | 1,267 | 85.7% | 83.2% | 52.9% | 1,267 | 85.7% | 83.2% | 52.9% |
| White | 122 | 8.2% | 5.3% | 26.5% | 122 | 8.2% | 5.3% | 26.5% |
| American Indian | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |
| Asian | 34 | 2.3% | 3.0% | 4.7% | 34 | 2.3% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 9 | 0.6% | 0.7% | 2.7% | 9 | 0.6% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 723 | 48.9% | 48.5% | 48.9% | 723 | 48.9% | 48.5% | 48.9% |
| Male | 756 | 51.1% | 51.5% | 51.1% | 756 | 51.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 1,160 | 78.4% | 83.8% | 60.3% | 1,160 | 78.4% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 319 | 21.6% | 16.2% | 39.7% | 319 | 21.6% | 16.3% | 39.8% |
| Section 504 Students | 130 | 8.8% | 5.8% | 7.2% | 130 | 8.8% | 5.7% | 7.2% |
| EB Students/EL | 205 | 13.9% | 30.0% | 20.7% | 205 | 13.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 13 | 0.9% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 76 | 5.1% | 4.6% | 4.5% | 76 | 5.1% | 4.6% | 4.5% |
| Foster Care | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 0.3% | 0.8% | 1.1% | 4 | 0.3% | 0.8% | 1.1% |
| Immigrant | 3 | 0.2% | 2.8% | 2.0% | 3 | 0.2% | 2.8% | 2.0% |
| Migrant | 2 | 0.1% | 0.2% | 0.3% | 2 | 0.1% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 7 | 0.5% | 0.4% | 2.7% | 7 | 0.5% | 0.4% | 2.7% |
| At-Risk | 660 | 44.6% | 58.7% | 49.2% | 660 | 44.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 190 | 12.8% | 28.1% | 21.0% | 190 | 12.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 110 | 7.4% | 5.6% | 8.3% | 110 | 7.4% | 5.6% | 8.3% |
| Special Education | 86 | 5.8% | 11.9% | 11.1% | 86 | 5.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 86 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 43 | 50.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 21 | 24.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 51 | 3.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 3 | 0.2% | 2.2% | 2.8% | | | | |
| Hispanic | 40 | 2.8% | 10.6% | 7.1% | | | | |
| White | 7 | 0.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 2 | 2.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 4 | 2.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 37 | 3.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 43 | 3.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | 0.0% | 2.4% | 4.7% | 0.0% | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 19.7 | 14.9 | 15.7 |
| Foreign Languages | 27.6 | 19.5 | 17.8 |
| Mathematics | 21.1 | 16.4 | 16.9 |
| Science | 21.1 | 17.0 | 17.9 |
| Social Studies | 21.1 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 119.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 113.0 | 94.6% | 58.7% | 64.3% |
| Teachers | 91.7 | 76.8% | 45.1% | 49.6% |
| Professional Support | 16.3 | 13.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 5.0 | 4.2% | 2.3% | 3.0% |
| Educational Aides: | 6.4 | 5.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 2.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 3.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 39.6 | 33.1% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.2 | 4.5% | 9.9% | 11.1% |
| Hispanic | 26.0 | 28.4% | 38.0% | 28.4% |
| White | 60.5 | 66.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.1% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 40.8 | 44.5% | 24.8% | 23.8% |
| Females | 50.9 | 55.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 13.0 | 14.2% | 0.8% | 1.2% |
| Bachelors | 57.1 | 62.2% | 75.9% | 73.0% |
| Masters | 20.6 | 22.5% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.1% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.8 | 4.2% | 5.3% | 6.7% |
| 1-5 Years Experience | 28.2 | 30.7% | 30.1% | 27.8% |
| 6-10 Years Experience | 29.0 | 31.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 23.6 | 25.8% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.1 | 5.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.0 | 2.2% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 16.1 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 9.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 9.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.7 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.6 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$58,120 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,887 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,650 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,069 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,675 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$74,426 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,011 | \$60,082 | \$57,641 |
| Professional Support | \$79,153 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$105,220 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 35.4 | 38.6% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 43.1 | 47.0% | 63.3% | 71.0% |
| Special Education | 5.6 | 6.1% | 14.6% | 9.4% |
| Other | 7.6 | 8.3% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
DR KIRK LEWIS CAREER AND TECHNICAL (101917016) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BEVERLY HILLS INT

Campus Number: 101917041

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 59% | 47% | 58% | 61% | - | 88% | * | * | 33% | 80% | 63% | 44% | 58% | 41% |
| | 2019 | 76% | 74% | 70% | 51% | 71% | 86% | - | 90% | - | 83% | 40% | 71% | 74% | 59% | 67% | 74% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | 24% | 31% | 44% | - | 68% | * | * | 24% | 80% | 36% | 27% | 32% | 16% |
| | 2019 | 49% | 43% | 44% | 21% | 42% | 55% | - | 77% | - | 67% | 36% | 29% | 48% | 29% | 40% | 47% |
| At Masters Grade Level | 2021 | 25% | 17% | 17% | 11% | 13% | 28% | - | 53% | * | * | 9% | 0% | 19% | 12% | 16% | 6% |
| | 2019 | 29% | 23% | 28% | 13% | 24% | 41% | - | 69% | - | 33% | 13% | 29% | 31% | 16% | 25% | 30% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 41% | 23% | 44% | 40% | - | 71% | * | * | 26% | 60% | 43% | 35% | 39% | 43% |
| | 2019 | 75% | 76% | 70% | 57% | 72% | 53% | - | 96% | - | 83% | 47% | 83% | 72% | 65% | 70% | 78% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 8% | 5% | 8% | 7% | - | 29% | * | * | 13% | 0% | 8% | 10% | 7% | 9% |
| | 2019 | 43% | 38% | 29% | 15% | 28% | 33% | - | 69% | - | 33% | 33% | 33% | 30% | 24% | 27% | 28% |
| At Masters Grade Level | 2021 | 12% | 5% | 2% | 0% | 1% | 0% | - | 24% | * | * | 2% | 0% | 2% | 2% | 3% | 4% |
| | 2019 | 17% | 9% | 8% | 3% | 6% | 0% | - | 50% | - | 0% | 11% | 17% | 8% | 8% | 9% | 9% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 55% | 42% | 56% | 39% | - | 79% | * | * | 18% | 60% | 59% | 43% | 54% | 33% |
| | 2019 | 70% | 67% | 68% | 57% | 67% | 82% | - | 88% | - | 67% | 36% | 71% | 72% | 57% | 66% | 73% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 19% | 18% | 15% | 11% | - | 52% | * | * | 12% | 0% | 23% | 8% | 18% | 5% |
| | 2019 | 42% | 34% | 37% | 17% | 36% | 45% | - | 71% | - | 50% | 27% | 43% | 39% | 31% | 34% | 44% |
| At Masters Grade Level | 2021 | 10% | 4% | 4% | 3% | 3% | 0% | - | 18% | * | * | 2% | 0% | 5% | 3% | 3% | 1% |
| | 2019 | 18% | 12% | 14% | 5% | 10% | 18% | - | 46% | - | 17% | 11% | 0% | 14% | 13% | 12% | 15% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 65% | 65% | 63% | 71% | - | 79% | * | 75% | 39% | * | 69% | 54% | 62% | 33% |
| | 2019 | 86% | 84% | 86% | 86% | 84% | 91% | - | 100% | - | * | 49% | * | 89% | 75% | 85% | 82% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 35% | 36% | 32% | 29% | - | 54% | * | 50% | 26% | * | 39% | 24% | 32% | 12% |
| | 2019 | 55% | 47% | 49% | 38% | 48% | 73% | - | 73% | - | * | 28% | * | 52% | 42% | 48% | 44% |
| At Masters Grade Level | 2021 | 21% | 14% | 14% | 15% | 12% | 14% | - | 26% | * | 25% | 2% | * | 17% | 7% | 12% | 0% |
| | 2019 | 28% | 21% | 21% | 14% | 19% | 41% | - | 35% | - | * | 4% | * | 21% | 19% | 18% | 14% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 63% | 50% | 64% | 70% | - | 86% | * | 58% | 40% | * | 68% | 49% | 62% | 54% |
| | 2019 | 88% | 90% | 92% | 87% | 92% | 95% | - | 98% | - | * | 68% | 60% | 93% | 89% | 91% | 92% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 39% | 31% | 36% | 50% | - | 71% | * | 42% | 24% | * | 43% | 26% | 37% | 20% |
| | 2019 | 57% | 58% | 63% | 49% | 64% | 59% | - | 90% | - | * | 41% | 40% | 66% | 55% | 62% | 69% |
| At Masters Grade Level | 2021 | 11% | 8% | 10% | 7% | 8% | 20% | - | 40% | * | 17% | 9% | * | 12% | 6% | 10% | 1% |
| | 2019 | 17% | 16% | 20% | 14% | 16% | 14% | - | 60% | - | * | 13% | 20% | 20% | 18% | 19% | 22% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 52% | 50% | 50% | 57% | - | 79% | * | 50% | 35% | * | 58% | 38% | 49% | 32% |
| | 2019 | 81% | 78% | 83% | 74% | 82% | 95% | - | 100% | - | * | 63% | * | 85% | 77% | 81% | 80% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 25% | 26% | 20% | 29% | - | 61% | * | 42% | 28% | * | 30% | 12% | 21% | 7% |
| | 2019 | 51% | 44% | 50% | 41% | 48% | 59% | - | 86% | - | * | 34% | * | 52% | 45% | 48% | 48% |
| At Masters Grade Level | 2021 | 24% | 12% | 10% | 9% | 8% | 14% | - | 29% | * | 25% | 11% | * | 13% | 2% | 7% | 1% |
| | 2019 | 25% | 17% | 21% | 13% | 20% | 36% | - | 46% | - | * | 9% | * | 24% | 14% | 19% | 20% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 40% | 46% | 34% | 29% | - | 74% | * | 50% | 29% | * | 46% | 24% | 36% | 17% |
| | 2019 | 69% | 68% | 73% | 60% | 73% | 86% | - | 100% | - | * | 42% | * | 76% | 63% | 72% | 76% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 13% | 18% | 8% | 14% | - | 34% | * | 42% | 20% | * | 15% | 6% | 10% | 6% |
| | 2019 | 37% | 34% | 42% | 32% | 40% | 55% | - | 70% | - | * | 26% | * | 44% | 36% | 39% | 39% |
| At Masters Grade Level | 2021 | 14% | 6% | 4% | 4% | 3% | 14% | - | 11% | * | 8% | 9% | * | 5% | 2% | 3% | 1% |
| | 2019 | 21% | 17% | 21% | 12% | 19% | 36% | - | 49% | - | * | 11% | * | 22% | 17% | 19% | 19% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | 100% | 100% | - | - | 100% | - | * | * | - | 100% | 100% | 100% | * |
| | 2019 | 85% | 90% | 100% | 100% | 100% | 100% | - | 100% | - | - | * | - | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 97% | 100% | 94% | - | - | 100% | - | * | * | - | 97% | 100% | 98% | * |
| | 2019 | 61% | 73% | 99% | 100% | 98% | 100% | - | 100% | - | - | * | - | 99% | 100% | 99% | 100% |
| At Masters Grade Level | 2021 | 23% | 29% | 83% | 91% | 72% | - | - | 95% | - | * | * | - | 83% | 83% | 77% | * |
| | 2019 | 37% | 46% | 92% | 80% | 92% | 86% | - | 96% | - | - | * | - | 93% | 75% | 91% | 96% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 48% | 54% | 51% | - | 82% | 57% | 55% | 32% | 70% | 60% | 42% | 53% | 37% |
| | 2019 | 78% | 76% | 78% | 69% | 78% | 86% | - | 96% | - | 73% | 50% | 65% | 81% | 70% | 77% | 80% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 27% | 25% | 23% | 26% | - | 58% | 43% | 43% | 21% | 25% | 31% | 17% | 25% | 11% |
| | 2019 | 50% | 45% | 47% | 32% | 46% | 57% | - | 79% | - | 54% | 32% | 32% | 50% | 39% | 45% | 47% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 9% | 8% | 12% | - | 35% | 14% | 20% | 7% | 0% | 13% | 6% | 9% | 2% |
| | 2019 | 24% | 18% | 21% | 11% | 19% | 31% | - | 55% | - | 15% | 10% | 14% | 23% | 16% | 19% | 21% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | 57% | 60% | 64% | - | 84% | * | 71% | 36% | 83% | 67% | 50% | 60% | 37% |
| | 2019 | 75% | 72% | 78% | 70% | 78% | 89% | - | 94% | - | 75% | 45% | 64% | 82% | 68% | 77% | 78% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | 31% | 31% | 40% | - | 60% | * | 50% | 25% | 83% | 38% | 25% | 32% | 14% |
| | 2019 | 48% | 42% | 47% | 30% | 46% | 64% | - | 75% | - | 63% | 31% | 27% | 50% | 36% | 44% | 46% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 13% | 12% | 24% | - | 38% | * | 29% | 5% | 0% | 18% | 9% | 14% | 3% |
| | 2019 | 21% | 15% | 24% | 13% | 21% | 41% | - | 55% | - | 25% | 8% | 18% | 26% | 18% | 21% | 23% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 43% | 58% | 52% | - | 86% | * | 53% | 34% | 57% | 62% | 45% | 56% | 49% |
| | 2019 | 82% | 82% | 84% | 75% | 85% | 82% | - | 98% | - | 88% | 59% | 73% | 86% | 80% | 84% | 87% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | 26% | 29% | 24% | - | 70% | * | 40% | 20% | 0% | 36% | 21% | 30% | 16% |
| | 2019 | 52% | 47% | 53% | 36% | 53% | 57% | - | 87% | - | 50% | 38% | 36% | 56% | 44% | 52% | 54% |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | 11% | 9% | 8% | - | 52% | * | 20% | 7% | 0% | 16% | 7% | 12% | 3% |
| | 2019 | 26% | 21% | 22% | 11% | 19% | 20% | - | 66% | - | 13% | 13% | 18% | 24% | 16% | 21% | 22% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 55% | 42% | 56% | 39% | - | 79% | * | * | 18% | 60% | 59% | 43% | 54% | 33% |
| | 2019 | 68% | 66% | 68% | 57% | 67% | 82% | - | 88% | - | 67% | 36% | 71% | 72% | 57% | 66% | 73% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | 18% | 15% | 11% | - | 52% | * | * | 12% | 0% | 23% | 8% | 18% | 5% |
| | 2019 | 38% | 32% | 37% | 17% | 36% | 45% | - | 71% | - | 50% | 27% | 43% | 39% | 31% | 34% | 44% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 3% | 3% | 0% | - | 18% | * | * | 2% | 0% | 5% | 3% | 3% | 1% |
| | 2019 | 14% | 10% | 14% | 5% | 10% | 18% | - | 46% | - | 17% | 11% | 0% | 14% | 13% | 12% | 15% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 52% | 50% | 50% | 57% | - | 79% | * | 50% | 35% | * | 58% | 38% | 49% | 32% |
| | 2019 | 81% | 80% | 83% | 74% | 82% | 95% | - | 100% | - | * | 63% | * | 85% | 77% | 81% | 80% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 25% | 26% | 20% | 29% | - | 61% | * | 42% | 28% | * | 30% | 12% | 21% | 7% |
| | 2019 | 54% | 50% | 50% | 41% | 48% | 59% | - | 86% | - | * | 34% | * | 52% | 45% | 48% | 48% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 10% | 9% | 8% | 14% | - | 29% | * | 25% | 11% | * | 13% | 2% | 7% | 1% |
| | 2019 | 25% | 19% | 21% | 13% | 20% | 36% | - | 46% | - | * | 9% | * | 24% | 14% | 19% | 20% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 40% | 46% | 34% | 29% | - | 74% | * | 50% | 29% | * | 46% | 24% | 36% | 17% |
| | 2019 | 81% | 80% | 73% | 60% | 73% | 86% | - | 100% | - | * | 42% | * | 76% | 63% | 72% | 76% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 13% | 18% | 8% | 14% | - | 34% | * | 42% | 20% | * | 15% | 6% | 10% | 6% |
| | 2019 | 55% | 54% | 42% | 32% | 40% | 55% | - | 70% | - | * | 26% | * | 44% | 36% | 39% | 39% |
| At Masters Grade Level | 2021 | 29% | 21% | 4% | 4% | 3% | 14% | - | 11% | * | 8% | 9% | * | 5% | 2% | 3% | 1% |
| | 2019 | 33% | 30% | 21% | 12% | 19% | 36% | - | 49% | - | * | 11% | * | 22% | 17% | 19% | 19% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 79 | 66 | 79 | 86 | - | 89 | - | 83 | 79 | 100 | 81 | 69 | 77 | 86 |
| | 2018 | 76 | 77 | 77 | 67 | 79 | 82 | - | 83 | - | * | 77 | * | 79 | 73 | 77 | 79 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 66 | 61 | 66 | 50 | - | 86 | - | 83 | 47 | 83 | 67 | 64 | 67 | 68 |
| | 2018 | 67 | 65 | 69 | 62 | 71 | 69 | - | 63 | - | * | 64 | * | 68 | 70 | 69 | 75 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 71 | 71 | 70 | 77 | - | 80 | - | * | 67 | * | 70 | 73 | 71 | 70 |
| | 2018 | 79 | 78 | 81 | 80 | 81 | 72 | * | 80 | - | * | 75 | * | 78 | 88 | 81 | 78 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 86 | 87 | 85 | 80 | - | 95 | - | * | 86 | 50 | 86 | 85 | 85 | 84 |
| | 2018 | 81 | 86 | 87 | 83 | 89 | 73 | * | 82 | - | * | 80 | * | 88 | 84 | 86 | 88 |
| End of Course Algebra I | 2019 | 75 | 88 | 98 | 100 | 97 | 100 | - | 100 | - | - | * | - | 98 | 100 | 98 | 100 |
| | 2018 | 72 | 68 | 95 | 81 | 98 | * | - | 97 | - | - | - | - | 96 | 91 | 96 | 97 |
| All Grades Both Subjects | 2019 | 69 | 69 | 77 | 73 | 76 | 77 | - | 90 | - | 88 | 71 | 75 | 78 | 74 | 76 | 79 |
| | 2018 | 69 | 68 | 80 | 74 | 81 | 75 | * | 83 | - | 80 | 74 | 71 | 80 | 79 | 80 | 81 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 75 | 69 | 74 | 82 | - | 86 | - | 88 | 72 | 82 | 76 | 71 | 74 | 79 |
| | 2018 | 69 | 68 | 79 | 74 | 80 | 78 | * | 81 | - | 80 | 76 | 67 | 78 | 81 | 79 | 79 |
| All Grades Mathematics | 2019 | 70 | 70 | 79 | 76 | 78 | 73 | - | 94 | - | 88 | 69 | 68 | 80 | 76 | 79 | 79 |
| | 2018 | 70 | 69 | 81 | 73 | 83 | 72 | * | 84 | - | 80 | 72 | 75 | 81 | 78 | 80 | 84 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | - | - | - | - | - | - | 36% | - | 36% | - | 35% | 59% | 36% | 100% |
| | 2019 | 78% | 76% | 78% | - | - | - | - | - | - | 66% | - | 66% | - | 53% | | 63% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 27% | - | - | - | - | - | - | 11% | - | 11% | - | 6% | 31% | 10% | 100% |
| | 2019 | 50% | 45% | 47% | - | - | - | - | - | - | 27% | - | 27% | - | 27% | | 27% | |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | - | - | - | - | - | - | 2% | - | 2% | - | 2% | 13% | 2% | 29% |
| | 2019 | 24% | 18% | 21% | - | - | - | - | - | - | 6% | - | 6% | - | 9% | | 7% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | - | - | - | - | - | - | 38% | - | 38% | - | 30% | 68% | 36% | * |
| | 2019 | 75% | 72% | 78% | - | - | - | - | - | - | 56% | - | 56% | - | 52% | | 55% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | - | - | - | - | - | - | 15% | - | 15% | - | 4% | 39% | 13% | * |
| | 2019 | 48% | 42% | 47% | - | - | - | - | - | - | 20% | - | 20% | - | 19% | | 19% | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | 18% | 3% | * |
| | 2019 | 21% | 15% | 24% | - | - | - | - | - | - | 5% | - | 5% | - | 7% | | 6% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | - | - | - | - | - | - | 48% | - | 48% | - | 52% | 60% | 48% | * |
| | 2019 | 82% | 82% | 84% | - | - | - | - | - | - | 81% | - | 81% | - | 63% | | 77% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | - | - | - | - | - | - | 15% | - | 15% | - | 15% | 36% | 15% | * |
| | 2019 | 52% | 47% | 53% | - | - | - | - | - | - | 34% | - | 34% | - | 30% | | 33% | |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | - | - | - | - | - | - | 3% | - | 3% | - | 4% | 15% | 3% | * |
| | 2019 | 26% | 21% | 22% | - | - | - | - | - | - | 8% | - | 8% | - | 4% | | 7% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 55% | - | - | - | - | - | - | 32% | - | 32% | - | 33% | 61% | 33% | * |
| | 2019 | 68% | 66% | 68% | - | - | - | - | - | - | 50% | - | 50% | - | 46% | | 49% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | 22% | 4% | * |
| | 2019 | 38% | 32% | 37% | - | - | - | - | - | - | 24% | - | 24% | - | 31% | | 25% | |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 5% | 0% | * |
| | 2019 | 14% | 10% | 14% | - | - | - | - | - | - | 2% | - | 2% | - | 15% | | 5% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 52% | - | - | - | - | - | - | 31% | - | 31% | - | 33% | 56% | 32% | * |
| | 2019 | 81% | 80% | 83% | - | - | - | - | - | - | 73% | - | 73% | - | 50% | | 67% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 25% | - | - | - | - | - | - | 5% | - | 5% | - | 7% | 29% | 5% | * |
| | 2019 | 54% | 50% | 50% | - | - | - | - | - | - | 32% | - | 32% | - | 36% | | 33% | |
| At Masters Grade Level | 2021 | 20% | 12% | 10% | - | - | - | - | - | - | 0% | - | 0% | - | 7% | 12% | 1% | * |
| | 2019 | 25% | 19% | 21% | - | - | - | - | - | - | 7% | - | 7% | - | 14% | | 9% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 40% | - | - | - | - | - | - | 14% | - | 14% | - | 20% | 45% | 15% | * |
| | 2019 | 81% | 80% | 73% | - | - | - | - | - | - | 63% | - | 63% | - | 43% | | 58% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 13% | - | - | - | - | - | - | 5% | - | 5% | - | 0% | 14% | 4% | * |
| | 2019 | 55% | 54% | 42% | - | - | - | - | - | - | 24% | - | 24% | - | 29% | | 25% | |
| At Masters Grade Level | 2021 | 29% | 21% | 4% | - | - | - | - | - | - | 2% | - | 2% | - | 0% | 5% | 1% | * |
| | 2019 | 33% | 30% | 21% | - | - | - | - | - | - | 7% | - | 7% | - | 14% | | 9% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 91% | 87% | 92% | 96% | - | 94% | 100% | 85% | 91% | 88% | 91% | 92% | 91% | 98% |
| Included in Accountability | 83% | 88% | 87% | 81% | 88% | 91% | - | 91% | 100% | 85% | 86% | 77% | 89% | 81% | 87% | 90% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 6% | 3% | 4% | - | 0% | 0% | 0% | 3% | 12% | 2% | 7% | 4% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | 3% | 0% | 0% | 1% | 0% | 0% | 3% | 1% | 6% |
| Not Tested | 12% | 6% | 9% | 13% | 8% | 4% | - | 6% | 0% | 15% | 9% | 12% | 9% | 8% | 9% | 2% |
| Absent | 2% | 2% | 2% | 4% | 2% | 0% | - | 1% | 0% | 2% | 1% | 12% | 1% | 3% | 2% | 1% |
| Other | 10% | 4% | 7% | 10% | 6% | 4% | - | 5% | 0% | 14% | 8% | 0% | 7% | 5% | 7% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 99% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 92% | 95% | 100% | - | 91% | - | 100% | 97% | 79% | 98% | 84% | 96% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 6% | 4% | 0% | - | 6% | - | 0% | 1% | 21% | 2% | 13% | 3% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 1% | 1% | 0% | - | 3% | - | 0% | 2% | 0% | 0% | 3% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 1% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 1% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.7% | 98.4% | 98.6% | 99.2% | - | 99.8% | * | 99.1% | 98.5% | 98.6% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.8% | 95.0% | 95.8% | 94.0% | - | 98.4% | - | 95.8% | 94.3% | 95.6% | 96.5% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.7% | 8.2% | 5.6% | 7.9% | - | 1.0% | * | 0.0% | 7.0% | 6.7% | 3.6% |
| 2018-19 | 11.4% | 15.3% | 9.9% | 11.3% | 9.6% | 20.0% | - | 3.0% | - | 20.0% | 15.5% | 11.1% | 10.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.3% | 0.5% | 0.1% | 2.6% | - | 0.0% | * | 0.0% | 0.0% | 0.3% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.1% | 0.0% | 0.2% | 0.0% | - | 0.0% | - | 0.0% | 0.0% | 0.1% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 971 | 100.0% | 50,547 | 5,359,040 | 971 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 450 | 46.3% | 7.8% | 7.9% | 450 | 46.3% | 7.8% | 7.8% |
| Grade 8 | 521 | 53.7% | 8.1% | 7.9% | 521 | 53.7% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 180 | 18.5% | 7.7% | 12.7% | 180 | 18.5% | 7.7% | 12.7% |
| Hispanic | 658 | 67.8% | 83.2% | 52.9% | 658 | 67.8% | 83.2% | 52.9% |
| White | 40 | 4.1% | 5.3% | 26.5% | 40 | 4.1% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 80 | 8.2% | 3.0% | 4.7% | 80 | 8.2% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.1% | 0.1% | 0.2% | 1 | 0.1% | 0.1% | 0.2% |
| Two or More Races | 12 | 1.2% | 0.7% | 2.7% | 12 | 1.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 462 | 47.6% | 48.5% | 48.9% | 462 | 47.6% | 48.5% | 48.9% |
| Male | 509 | 52.4% | 51.5% | 51.1% | 509 | 52.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 768 | 79.1% | 83.8% | 60.3% | 768 | 79.1% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 203 | 20.9% | 16.2% | 39.7% | 203 | 20.9% | 16.3% | 39.8% |
| Section 504 Students | 62 | 6.4% | 5.8% | 7.2% | 62 | 6.4% | 5.7% | 7.2% |
| EB Students/EL | 164 | 16.9% | 30.0% | 20.7% | 164 | 16.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 21 | 2.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 53 | 5.5% | 4.6% | 4.5% | 53 | 5.5% | 4.6% | 4.5% |
| Foster Care | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 0.6% | 0.8% | 1.1% | 6 | 0.6% | 0.8% | 1.1% |
| Immigrant | 25 | 2.6% | 2.8% | 2.0% | 25 | 2.6% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 971 | 100.0% | 68.6% | 64.5% | 971 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.4% | 0.4% | 2.7% | 4 | 0.4% | 0.4% | 2.7% |
| At-Risk | 476 | 49.0% | 58.7% | 49.2% | 476 | 49.0% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 135 | 13.9% | 28.1% | 21.0% | 135 | 13.9% | 28.0% | 20.9% |
| Gifted and Talented Education | 69 | 7.1% | 5.6% | 8.3% | 69 | 7.1% | 5.6% | 8.3% |
| Special Education | 111 | 11.4% | 11.9% | 11.1% | 111 | 11.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 111 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 60 | 54.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 11 | 9.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 26 | 23.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 14 | 12.6% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 125 | 11.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 39 | 3.7% | 2.2% | 2.8% | | | | |
| Hispanic | 77 | 7.3% | 10.6% | 7.1% | | | | |
| White | 1 | 0.1% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 5 | 0.5% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 3 | 0.3% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 13 | 11.3% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 22 | 13.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 105 | 13.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 40 | 7.8% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.0% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 15.2 | 14.9 | 15.7 |
| Foreign Languages | 24.9 | 19.5 | 17.8 |
| Mathematics | 21.3 | 16.4 | 16.9 |
| Science | 20.6 | 17.0 | 17.9 |
| Social Studies | 21.0 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 97.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 85.6 | 88.0% | 58.7% | 64.3% |
| Teachers | 76.7 | 78.8% | 45.1% | 49.6% |
| Professional Support | 5.8 | 6.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.1 | 3.2% | 2.3% | 3.0% |
| Educational Aides: | 11.7 | 12.0% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 0.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 2.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 40.1 | 41.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 15.0 | 19.6% | 9.9% | 11.1% |
| Hispanic | 12.0 | 15.6% | 38.0% | 28.4% |
| White | 44.7 | 58.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 2.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 3.0 | 3.9% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 24.0 | 31.3% | 24.8% | 23.8% |
| Females | 52.7 | 68.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 60.9 | 79.4% | 75.9% | 73.0% |
| Masters | 13.8 | 18.0% | 22.3% | 25.0% |
| Doctorate | 2.0 | 2.6% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 1.3% | 5.3% | 6.7% |
| 1-5 Years Experience | 20.0 | 26.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 17.1 | 22.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 24.8 | 32.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 9.7 | 12.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 4.0 | 5.2% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 8.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.7 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.7 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.3 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 10.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,017 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,357 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,569 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$64,547 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$67,012 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,926 | \$60,082 | \$57,641 |
| Professional Support | \$64,693 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$96,343 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 4.5 | 5.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 7.2 | 9.3% | 1.4% | 1.8% |
| Regular Education | 47.7 | 62.1% | 63.3% | 71.0% |
| Special Education | 17.4 | 22.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BEVERLY HILLS INT (101917041) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: JACKSON INT

Campus Number: 101917042

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 58% | 40% | 58% | 63% | - | - | - | * | 42% | - | 59% | 48% | 58% | 33% |
| | 2019 | 76% | 74% | 68% | 78% | 67% | * | - | - | - | - | 31% | 86% | 68% | 67% | 66% | 67% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 20% | 30% | 38% | - | - | - | * | 36% | - | 32% | 23% | 30% | 10% |
| | 2019 | 49% | 43% | 33% | 33% | 33% | * | - | - | - | - | 27% | 14% | 34% | 30% | 32% | 31% |
| At Masters Grade Level | 2021 | 25% | 17% | 15% | 10% | 14% | 25% | - | - | - | * | 17% | - | 16% | 5% | 15% | 1% |
| | 2019 | 29% | 23% | 18% | 11% | 18% | * | - | - | - | - | 15% | 14% | 18% | 21% | 17% | 17% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 36% | 22% | 38% | * | - | - | - | * | 39% | - | 37% | 33% | 37% | 29% |
| | 2019 | 75% | 76% | 67% | 63% | 67% | * | - | - | - | - | 58% | 83% | 66% | 72% | 66% | 66% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 9% | 11% | 9% | * | - | - | - | * | 33% | - | 8% | 13% | 9% | 12% |
| | 2019 | 43% | 38% | 25% | 13% | 25% | * | - | - | - | - | 23% | 17% | 25% | 26% | 24% | 22% |
| At Masters Grade Level | 2021 | 12% | 5% | 3% | 0% | 3% | * | - | - | - | * | 14% | - | 3% | 0% | 3% | 3% |
| | 2019 | 17% | 9% | 6% | 0% | 5% | * | - | - | - | - | 15% | 0% | 5% | 7% | 5% | 5% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 49% | 22% | 49% | 63% | - | - | - | * | 44% | - | 50% | 43% | 49% | 24% |
| | 2019 | 70% | 67% | 58% | 44% | 58% | * | - | - | - | - | 27% | 57% | 59% | 57% | 57% | 54% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 22% | 11% | 22% | 50% | - | - | - | * | 39% | - | 23% | 18% | 22% | 8% |
| | 2019 | 42% | 34% | 27% | 22% | 27% | * | - | - | - | - | 23% | 29% | 27% | 27% | 26% | 25% |
| At Masters Grade Level | 2021 | 10% | 4% | 3% | 0% | 3% | 0% | - | - | - | * | 8% | - | 3% | 2% | 3% | 1% |
| | 2019 | 18% | 12% | 6% | 11% | 6% | * | - | - | - | - | 12% | 0% | 6% | 6% | 6% | 5% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 65% | * | 65% | 50% | - | - | * | * | 44% | * | 69% | 44% | 65% | 45% |
| | 2019 | 86% | 84% | 82% | 86% | 82% | 100% | * | * | * | * | 56% | * | 84% | 74% | 82% | 80% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 34% | * | 34% | 25% | - | - | * | * | 28% | * | 37% | 15% | 34% | 14% |
| | 2019 | 55% | 47% | 44% | 14% | 44% | 50% | * | * | * | * | 41% | * | 46% | 33% | 44% | 39% |
| At Masters Grade Level | 2021 | 21% | 14% | 13% | * | 13% | 13% | - | - | * | * | 3% | * | 14% | 5% | 13% | 5% |
| | 2019 | 28% | 21% | 17% | 14% | 17% | 30% | * | * | * | * | 18% | * | 18% | 13% | 18% | 15% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 67% | * | 68% | 64% | - | - | - | * | 46% | * | 70% | 49% | 68% | 44% |
| | 2019 | 88% | 90% | 92% | 88% | 92% | 90% | * | * | - | * | 74% | * | 91% | 92% | 91% | 92% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 36% | * | 36% | 36% | - | - | - | * | 29% | * | 39% | 16% | 36% | 16% |
| | 2019 | 57% | 58% | 59% | 25% | 60% | 60% | * | * | - | * | 44% | * | 60% | 54% | 59% | 58% |
| At Masters Grade Level | 2021 | 11% | 8% | 10% | * | 10% | 18% | - | - | - | * | 11% | * | 12% | 2% | 10% | 3% |
| | 2019 | 17% | 16% | 12% | 25% | 12% | 0% | * | * | - | * | 15% | * | 11% | 15% | 12% | 13% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 63% | * | 65% | 57% | - | - | * | * | 50% | * | 68% | 39% | 64% | 49% |
| | 2019 | 81% | 78% | 75% | 67% | 75% | 70% | * | * | * | * | 53% | * | 77% | 63% | 75% | 73% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 32% | * | 32% | 14% | - | - | * | * | 28% | * | 36% | 3% | 31% | 16% |
| | 2019 | 51% | 44% | 39% | 33% | 39% | 60% | * | * | * | * | 44% | * | 41% | 31% | 39% | 35% |
| At Masters Grade Level | 2021 | 24% | 12% | 12% | * | 12% | 0% | - | - | * | * | 17% | * | 14% | 0% | 13% | 4% |
| | 2019 | 25% | 17% | 14% | 17% | 14% | 20% | * | * | * | * | 12% | * | 14% | 17% | 14% | 13% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 43% | * | 43% | 43% | - | - | * | * | 44% | * | 48% | 16% | 43% | 24% |
| | 2019 | 69% | 68% | 59% | 50% | 58% | 90% | * | * | * | * | 53% | * | 60% | 52% | 59% | 53% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 16% | * | 16% | 14% | - | - | * | * | 29% | * | 18% | 3% | 17% | 6% |
| | 2019 | 37% | 34% | 27% | 17% | 27% | 30% | * | * | * | * | 44% | * | 28% | 19% | 26% | 22% |
| At Masters Grade Level | 2021 | 14% | 6% | 3% | * | 3% | 0% | - | - | * | * | 12% | * | 4% | 0% | 4% | 0% |
| | 2019 | 21% | 17% | 14% | 0% | 14% | 10% | * | * | * | * | 12% | * | 15% | 8% | 14% | 13% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | - | 100% | * | - | - | * | - | * | * | 100% | * | 100% | 100% |
| | 2019 | 85% | 90% | 100% | - | 100% | * | - | * | * | - | - | - | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 83% | - | 84% | * | - | - | * | - | * | * | 85% | * | 82% | 89% |
| | 2019 | 61% | 73% | 97% | - | 97% | * | - | * | * | - | - | - | 97% | 100% | 97% | 95% |
| At Masters Grade Level | 2021 | 23% | 29% | 62% | - | 62% | * | - | - | * | - | * | * | 63% | * | 60% | 89% |
| | 2019 | 37% | 46% | 96% | - | 95% | * | - | * | * | - | - | - | 95% | 100% | 95% | 95% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 56% | 26% | 57% | 54% | - | - | * | 54% | 44% | 67% | 59% | 40% | 57% | 36% |
| | 2019 | 78% | 76% | 73% | 68% | 72% | 85% | * | 100% | * | * | 51% | 85% | 73% | 69% | 72% | 70% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 28% | 11% | 28% | 28% | - | - | * | 31% | 32% | 50% | 30% | 13% | 28% | 13% |
| | 2019 | 50% | 45% | 38% | 23% | 38% | 50% | * | 63% | * | * | 36% | 30% | 40% | 33% | 37% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 3% | 10% | 9% | - | - | * | 15% | 12% | 17% | 12% | 2% | 10% | 4% |
| | 2019 | 24% | 18% | 15% | 11% | 15% | 21% | * | 38% | * | * | 14% | 6% | 15% | 14% | 15% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 61% | 42% | 61% | 56% | - | - | * | * | 43% | * | 64% | 46% | 61% | 38% |
| | 2019 | 75% | 72% | 75% | 81% | 75% | 93% | * | * | * | * | 45% | 90% | 76% | 70% | 74% | 73% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 32% | 17% | 32% | 31% | - | - | * | * | 32% | * | 34% | 19% | 32% | 12% |
| | 2019 | 48% | 42% | 39% | 25% | 39% | 50% | * | * | * | * | 35% | 30% | 40% | 32% | 38% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 8% | 13% | 19% | - | - | * | * | 10% | * | 15% | 5% | 14% | 3% |
| | 2019 | 21% | 15% | 18% | 13% | 18% | 29% | * | * | * | * | 17% | 20% | 18% | 17% | 17% | 16% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 25% | 60% | 50% | - | - | * | * | 43% | * | 61% | 42% | 59% | 39% |
| | 2019 | 82% | 82% | 82% | 75% | 83% | 86% | * | * | * | * | 67% | 90% | 82% | 83% | 82% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 30% | 8% | 31% | 25% | - | - | * | * | 32% | * | 33% | 14% | 30% | 18% |
| | 2019 | 52% | 47% | 49% | 19% | 49% | 57% | * | * | * | * | 35% | 40% | 50% | 43% | 48% | 47% |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | 0% | 13% | 13% | - | - | * | * | 14% | * | 15% | 1% | 13% | 8% |
| | 2019 | 26% | 21% | 18% | 13% | 18% | 14% | * | * | * | * | 15% | 0% | 18% | 16% | 18% | 18% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 49% | 22% | 49% | 63% | - | - | - | * | 44% | - | 50% | 43% | 49% | 24% |
| | 2019 | 68% | 66% | 58% | 44% | 58% | * | - | - | - | - | 27% | 57% | 59% | 57% | 57% | 54% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 22% | 11% | 22% | 50% | - | - | - | * | 39% | - | 23% | 18% | 22% | 8% |
| | 2019 | 38% | 32% | 27% | 22% | 27% | * | - | - | - | - | 23% | 29% | 27% | 27% | 26% | 25% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 0% | 3% | 0% | - | - | - | * | 8% | - | 3% | 2% | 3% | 1% |
| | 2019 | 14% | 10% | 6% | 11% | 6% | * | - | - | - | - | 12% | 0% | 6% | 6% | 6% | 5% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 63% | * | 65% | 57% | - | - | * | * | 50% | * | 68% | 39% | 64% | 49% |
| | 2019 | 81% | 80% | 75% | 67% | 75% | 70% | * | * | * | * | 53% | * | 77% | 63% | 75% | 73% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 32% | * | 32% | 14% | - | - | * | * | 28% | * | 36% | 3% | 31% | 16% |
| | 2019 | 54% | 50% | 39% | 33% | 39% | 60% | * | * | * | * | 44% | * | 41% | 31% | 39% | 35% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 12% | * | 12% | 0% | - | - | * | * | 17% | * | 14% | 0% | 13% | 4% |
| | 2019 | 25% | 19% | 14% | 17% | 14% | 20% | * | * | * | * | 12% | * | 14% | 17% | 14% | 13% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 43% | * | 43% | 43% | - | - | * | * | 44% | * | 48% | 16% | 43% | 24% |
| | 2019 | 81% | 80% | 59% | 50% | 58% | 90% | * | * | * | * | 53% | * | 60% | 52% | 59% | 53% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 16% | * | 16% | 14% | - | - | * | * | 29% | * | 18% | 3% | 17% | 6% |
| | 2019 | 55% | 54% | 27% | 17% | 27% | 30% | * | * | * | * | 44% | * | 28% | 19% | 26% | 22% |
| At Masters Grade Level | 2021 | 29% | 21% | 3% | * | 3% | 0% | - | - | * | * | 12% | * | 4% | 0% | 4% | 0% |
| | 2019 | 33% | 30% | 14% | 0% | 14% | 10% | * | * | * | * | 12% | * | 15% | 8% | 14% | 13% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 79 | 94 | 78 | * | - | - | - | - | 62 | 83 | 80 | 75 | 78 | 80 |
| | 2018 | 76 | 77 | 76 | 75 | 77 | 65 | * | - | * | * | 74 | * | 79 | 63 | 77 | 79 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 69 | 63 | 69 | * | - | - | - | - | 71 | 40 | 71 | 61 | 69 | 69 |
| | 2018 | 67 | 65 | 77 | 79 | 77 | 75 | * | - | - | * | 65 | * | 80 | 66 | 78 | 79 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 81 | 71 | 81 | 90 | * | - | * | * | 82 | * | 81 | 82 | 81 | 80 |
| | 2018 | 79 | 78 | 79 | 88 | 79 | 65 | - | - | - | - | 70 | 80 | 80 | 74 | 79 | 82 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 91 | 79 | 91 | 94 | * | - | - | * | 79 | * | 90 | 99 | 91 | 93 |
| | 2018 | 81 | 86 | 87 | 56 | 88 | 77 | - | - | * | - | 74 | 80 | 89 | 76 | 87 | 89 |
| End of Course Algebra I | 2019 | 75 | 88 | 99 | - | 99 | * | - | - | * | - | - | - | 99 | 100 | 99 | 99 |
| | 2018 | 72 | 68 | 100 | - | 100 | - | - | - | - | - | - | - | 100 | * | 100 | 100 |
| All Grades Both Subjects | 2019 | 69 | 69 | 81 | 77 | 81 | 89 | * | - | * | * | 74 | 72 | 82 | 79 | 81 | 82 |
| | 2018 | 69 | 68 | 81 | 73 | 81 | 71 | * | - | * | * | 71 | 67 | 83 | 70 | 81 | 83 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 80 | 84 | 80 | 86 | * | - | * | * | 73 | 89 | 80 | 78 | 80 | 80 |
| | 2018 | 69 | 68 | 78 | 81 | 78 | 65 | * | - | * | * | 72 | 56 | 79 | 69 | 78 | 81 |
| All Grades Mathematics | 2019 | 70 | 70 | 83 | 70 | 83 | 92 | * | - | * | * | 75 | 56 | 83 | 79 | 82 | 84 |
| | 2018 | 70 | 69 | 84 | 66 | 84 | 76 | * | - | * | * | 70 | 78 | 86 | 72 | 84 | 86 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 56% | - | - | - | - | - | - | 34% | - | 33% | 100% | 10% | 65% | 32% | 100% |
| | 2019 | 78% | 76% | 73% | 100% | - | 100% | - | - | - | 52% | - | 52% | | 44% | | 52% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 28% | - | - | - | - | - | - | 9% | - | 8% | 100% | 7% | 35% | 9% | 82% |
| | 2019 | 50% | 45% | 38% | 57% | - | 57% | - | - | - | 15% | - | 15% | | 13% | | 15% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | - | - | - | - | - | - | 2% | - | 1% | 71% | 0% | 13% | 2% | 33% |
| | 2019 | 24% | 18% | 15% | 14% | - | 14% | - | - | - | 1% | - | 1% | | 3% | | 2% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 61% | - | - | - | - | - | - | 37% | - | 36% | * | 15% | 71% | 35% | 100% |
| | 2019 | 75% | 72% | 75% | * | - | * | - | - | - | 54% | - | 54% | | 42% | | 54% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 32% | - | - | - | - | - | - | 8% | - | 7% | * | 8% | 41% | 8% | 89% |
| | 2019 | 48% | 42% | 39% | * | - | * | - | - | - | 12% | - | 12% | | 16% | | 13% | |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | - | - | - | - | - | - | 1% | - | 1% | * | 0% | 18% | 1% | 33% |
| | 2019 | 21% | 15% | 18% | * | - | * | - | - | - | 2% | - | 2% | | 5% | | 3% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | - | - | - | - | - | - | 39% | - | 38% | * | 8% | 67% | 36% | 100% |
| | 2019 | 82% | 82% | 82% | * | - | * | - | - | - | 76% | - | 76% | | 53% | | 74% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 30% | - | - | - | - | - | - | 14% | - | 12% | * | 8% | 36% | 13% | 100% |
| | 2019 | 52% | 47% | 49% | * | - | * | - | - | - | 30% | - | 30% | | 11% | | 28% | |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | - | - | - | - | - | - | 4% | - | 3% | * | 0% | 15% | 4% | 78% |
| | 2019 | 26% | 21% | 18% | * | - | * | - | - | - | 2% | - | 2% | | 5% | | 3% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 49% | - | - | - | - | - | - | 23% | - | 22% | * | 10% | 60% | 21% | * |
| | 2019 | 68% | 66% | 58% | * | - | * | - | - | - | 33% | - | 33% | | 20% | | 32% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 22% | - | - | - | - | - | - | 4% | - | 3% | * | 10% | 29% | 5% | * |
| | 2019 | 38% | 32% | 27% | * | - | * | - | - | - | 9% | - | 9% | | 0% | | 8% | |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | - | - | - | - | - | - | 1% | - | 0% | * | 0% | 4% | 1% | * |
| | 2019 | 14% | 10% | 6% | * | - | * | - | - | - | 0% | - | 0% | | 0% | | 0% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 63% | - | - | - | - | - | - | 47% | - | 46% | * | * | 70% | 45% | 100% |
| | 2019 | 81% | 80% | 75% | * | - | * | - | - | - | 48% | - | 48% | | * | | 50% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 32% | - | - | - | - | - | - | 11% | - | 10% | * | * | 38% | 11% | 83% |
| | 2019 | 54% | 50% | 39% | * | - | * | - | - | - | 11% | - | 11% | | * | | 12% | |
| At Masters Grade Level | 2021 | 20% | 12% | 12% | - | - | - | - | - | - | 3% | - | 1% | * | * | 15% | 3% | 17% |
| | 2019 | 25% | 19% | 14% | * | - | * | - | - | - | 1% | - | 1% | | * | | 1% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 43% | - | - | - | - | - | - | 19% | - | 18% | * | * | 52% | 18% | 100% |
| | 2019 | 81% | 80% | 59% | * | - | * | - | - | - | 21% | - | 21% | | * | | 24% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 16% | - | - | - | - | - | - | 4% | - | 3% | * | * | 21% | 4% | 33% |
| | 2019 | 55% | 54% | 27% | * | - | * | - | - | - | 1% | - | 1% | | * | | 2% | |
| At Masters Grade Level | 2021 | 29% | 21% | 3% | - | - | - | - | - | - | 0% | - | 0% | * | * | 5% | 0% | 0% |
| | 2019 | 33% | 30% | 14% | * | - | * | - | - | - | 0% | - | 0% | | * | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 95% | 82% | 96% | 90% | - | - | * | 100% | 96% | 100% | 97% | 90% | 95% | 98% |
| Included in Accountability | 83% | 88% | 90% | 76% | 91% | 86% | - | - | * | 100% | 93% | 100% | 95% | 70% | 91% | 89% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 6% | 4% | 5% | - | - | * | 0% | 3% | 0% | 2% | 15% | 4% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | - | * | 0% | 1% | 0% | 0% | 4% | 1% | 3% |
| Not Tested | 12% | 6% | 5% | 18% | 4% | 10% | - | - | * | 0% | 4% | 0% | 3% | 10% | 5% | 2% |
| Absent | 2% | 2% | 3% | 6% | 3% | 10% | - | - | * | 0% | 3% | 0% | 2% | 7% | 3% | 2% |
| Other | 10% | 4% | 2% | 12% | 2% | 0% | - | - | * | 0% | 1% | 0% | 1% | 3% | 2% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | * | * | 100% | 95% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 94% | 92% | 100% | 92% | 95% | * | 100% | * | * | 95% | 80% | 97% | 73% | 93% | 91% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 0% | 5% | 5% | * | 0% | * | * | 5% | 15% | 3% | 16% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 0% | * | 0% | * | * | 0% | 0% | 0% | 10% | 2% | 4% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | * | 0% | 5% | 0% | 1% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | * | * | 0% | 5% | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | * | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 97.9% | 96.4% | 98.0% | 95.6% | * | - | * | * | 97.4% | 97.8% | 98.0% |
| 2018-19 | 95.4% | 94.4% | 94.4% | 93.1% | 94.5% | 92.6% | * | * | * | * | 92.7% | 94.3% | 94.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 11.0% | 18.8% | 10.3% | 28.6% | * | - | * | * | 11.1% | 11.6% | 8.9% |
| 2018-19 | 11.4% | 15.3% | 18.3% | 34.8% | 17.4% | 30.0% | * | * | * | * | 29.7% | 19.2% | 14.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.6% | 0.0% | 0.5% | 4.8% | * | - | * | * | 1.2% | 0.6% | 0.8% |
| 2018-19 | 0.4% | 0.1% | 0.3% | 0.0% | 0.3% | 0.0% | * | * | * | * | 1.3% | 0.3% | 0.4% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 633 | 100.0% | 50,547 | 5,359,040 | 633 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 338 | 53.4% | 7.8% | 7.9% | 338 | 53.4% | 7.8% | 7.8% |
| Grade 8 | 295 | 46.6% | 8.1% | 7.9% | 295 | 46.6% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 16 | 2.5% | 7.7% | 12.7% | 16 | 2.5% | 7.7% | 12.7% |
| Hispanic | 598 | 94.5% | 83.2% | 52.9% | 598 | 94.5% | 83.2% | 52.9% |
| White | 17 | 2.7% | 5.3% | 26.5% | 17 | 2.7% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 294 | 46.4% | 48.5% | 48.9% | 294 | 46.4% | 48.5% | 48.9% |
| Male | 339 | 53.6% | 51.5% | 51.1% | 339 | 53.6% | 51.5% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 596 | 94.2% | 83.8% | 60.3% | 596 | 94.2% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 37 | 5.8% | 16.2% | 39.7% | 37 | 5.8% | 16.3% | 39.8% |
| Section 504 Students | 58 | 9.2% | 5.8% | 7.2% | 58 | 9.2% | 5.7% | 7.2% |
| EB Students/EL | 179 | 28.3% | 30.0% | 20.7% | 179 | 28.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 17 | 2.4% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 49 | 7.7% | 4.6% | 4.5% | 49 | 7.7% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 10 | 1.6% | 0.8% | 1.1% | 10 | 1.6% | 0.8% | 1.1% |
| Immigrant | 17 | 2.7% | 2.8% | 2.0% | 17 | 2.7% | 2.8% | 2.0% |
| Migrant | 5 | 0.8% | 0.2% | 0.3% | 5 | 0.8% | 0.2% | 0.3% |
| Title I | 633 | 100.0% | 68.6% | 64.5% | 633 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.2% | 0.4% | 2.7% | 1 | 0.2% | 0.4% | 2.7% |
| At-Risk | 402 | 63.5% | 58.7% | 49.2% | 402 | 63.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 165 | 26.1% | 28.1% | 21.0% | 165 | 26.1% | 28.0% | 20.9% |
| Gifted and Talented Education | 49 | 7.7% | 5.6% | 8.3% | 49 | 7.7% | 5.6% | 8.3% |
| Special Education | 81 | 12.8% | 11.9% | 11.1% | 81 | 12.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 81 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 53 | 65.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 15 | 18.5% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 114 | 16.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 0.8% | 2.2% | 2.8% | | | | |
| Hispanic | 98 | 13.8% | 10.6% | 7.1% | | | | |
| White | 10 | 1.4% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 13.6% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 35 | 14.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 106 | 16.1% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 45 | 14.0% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 2.2% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 5.7 | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | 10.0 | 16.4 | 16.9 |
| Science | 8.2 | 17.0 | 17.9 |
| Social Studies | 8.8 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 74.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 61.3 | 82.7% | 58.7% | 64.3% |
| Teachers | 50.4 | 68.0% | 45.1% | 49.6% |
| Professional Support | 7.9 | 10.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 4.0% | 2.3% | 3.0% |
| Educational Aides: | 12.9 | 17.3% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 45.2 | 60.9% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.7 | 15.2% | 9.9% | 11.1% |
| Hispanic | 19.7 | 39.1% | 38.0% | 28.4% |
| White | 21.0 | 41.7% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 14.0 | 27.8% | 24.8% | 23.8% |
| Females | 36.4 | 72.2% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 39.7 | 78.6% | 75.9% | 73.0% |
| Masters | 10.8 | 21.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 4.0 | 7.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 26.1 | 51.7% | 30.1% | 27.8% |
| 6-10 Years Experience | 9.6 | 19.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 7.8 | 15.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.0 | 5.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.5 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 1.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 1.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 11.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 11.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 6.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 5.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,583 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,688 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,284 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,012 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$60,864 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,950 | \$60,082 | \$57,641 |
| Professional Support | \$70,441 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,097 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.8 | 3.6% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.9 | 3.8% | 1.4% | 1.8% |
| Regular Education | 38.5 | 76.4% | 63.3% | 71.0% |
| Special Education | 8.2 | 16.2% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
JACKSON INT (101917042) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PARK VIEW INT

Campus Number: 101917043

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 61% | 41% | 63% | 59% | - | * | - | * | 31% | * | 65% | 46% | 61% | 43% |
| | 2019 | 76% | 74% | 69% | 46% | 69% | 73% | - | - | - | * | 33% | 60% | 70% | 61% | 67% | 67% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | 23% | 40% | 41% | - | * | - | * | 23% | * | 40% | 31% | 37% | 20% |
| | 2019 | 49% | 43% | 37% | 31% | 37% | 47% | - | - | - | * | 20% | 0% | 39% | 31% | 38% | 36% |
| At Masters Grade Level | 2021 | 25% | 17% | 17% | 9% | 18% | 24% | - | * | - | * | 5% | * | 19% | 10% | 17% | 8% |
| | 2019 | 29% | 23% | 21% | 23% | 20% | 33% | - | - | - | * | 16% | 0% | 22% | 16% | 21% | 20% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 35% | 5% | 38% | 36% | - | * | - | * | 31% | * | 37% | 26% | 34% | 23% |
| | 2019 | 75% | 76% | 66% | 67% | 65% | 67% | - | - | - | * | 49% | * | 70% | 49% | 64% | 67% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 8% | 0% | 7% | 18% | - | * | - | * | 23% | * | 9% | 2% | 8% | 4% |
| | 2019 | 43% | 38% | 23% | 25% | 22% | 44% | - | - | - | * | 30% | * | 24% | 19% | 21% | 20% |
| At Masters Grade Level | 2021 | 12% | 5% | 1% | 0% | 1% | 0% | - | * | - | * | 3% | * | 1% | 0% | 1% | 0% |
| | 2019 | 17% | 9% | 1% | 0% | 1% | 0% | - | - | - | * | 0% | * | 1% | 0% | 0% | 0% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 51% | 42% | 50% | 65% | - | * | - | * | 21% | * | 55% | 38% | 50% | 26% |
| | 2019 | 70% | 67% | 57% | 46% | 57% | 73% | - | - | - | * | 27% | 60% | 59% | 51% | 58% | 53% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 22% | 21% | 21% | 41% | - | * | - | * | 18% | * | 24% | 17% | 22% | 4% |
| | 2019 | 42% | 34% | 24% | 23% | 24% | 33% | - | - | - | * | 18% | 20% | 25% | 20% | 24% | 21% |
| At Masters Grade Level | 2021 | 10% | 4% | 5% | 13% | 5% | 0% | - | * | - | * | 3% | * | 6% | 3% | 5% | 3% |
| | 2019 | 18% | 12% | 8% | 23% | 8% | 13% | - | - | - | * | 8% | 20% | 7% | 14% | 8% | 7% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 65% | 54% | 66% | 79% | - | * | - | - | 59% | * | 67% | 59% | 64% | 40% |
| | 2019 | 86% | 84% | 81% | 74% | 81% | 87% | - | * | - | * | 42% | 100% | 84% | 69% | 80% | 80% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 36% | 19% | 37% | 57% | - | * | - | - | 44% | * | 36% | 36% | 35% | 16% |
| | 2019 | 55% | 47% | 45% | 21% | 46% | 57% | - | * | - | * | 12% | 60% | 49% | 31% | 43% | 43% |
| At Masters Grade Level | 2021 | 21% | 14% | 16% | 0% | 17% | 36% | - | * | - | - | 9% | * | 17% | 15% | 17% | 5% |
| | 2019 | 28% | 21% | 20% | 11% | 20% | 22% | - | * | - | * | 0% | 20% | 20% | 17% | 17% | 16% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 68% | 52% | 68% | 80% | - | * | - | - | 62% | * | 68% | 64% | 67% | 54% |
| | 2019 | 88% | 90% | 91% | 79% | 92% | 93% | - | * | - | * | 67% | 100% | 92% | 86% | 90% | 93% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 33% | 26% | 33% | 47% | - | * | - | - | 41% | * | 32% | 39% | 32% | 20% |
| | 2019 | 57% | 58% | 62% | 47% | 63% | 67% | - | * | - | * | 38% | 80% | 64% | 54% | 61% | 63% |
| At Masters Grade Level | 2021 | 11% | 8% | 4% | 7% | 4% | 7% | - | * | - | - | 7% | * | 4% | 5% | 3% | 4% |
| | 2019 | 17% | 16% | 13% | 0% | 13% | 19% | - | * | - | * | 4% | 20% | 15% | 5% | 11% | 17% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 62% | 35% | 63% | 77% | - | * | - | - | 55% | * | 64% | 52% | 61% | 40% |
| | 2019 | 81% | 78% | 78% | 68% | 77% | 91% | - | * | - | * | 57% | 80% | 80% | 70% | 77% | 78% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 35% | 19% | 35% | 54% | - | * | - | - | 45% | * | 34% | 35% | 33% | 12% |
| | 2019 | 51% | 44% | 40% | 21% | 39% | 59% | - | * | - | * | 21% | 80% | 42% | 33% | 37% | 38% |
| At Masters Grade Level | 2021 | 24% | 12% | 10% | 8% | 10% | 15% | - | * | - | - | 10% | * | 11% | 7% | 10% | 1% |
| | 2019 | 25% | 17% | 14% | 0% | 13% | 23% | - | * | - | * | 7% | 0% | 14% | 11% | 12% | 9% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 59% | 46% | 59% | 71% | - | * | - | - | 59% | * | 59% | 57% | 59% | 43% |
| | 2019 | 69% | 68% | 73% | 50% | 72% | 91% | - | * | - | * | 53% | 80% | 74% | 67% | 71% | 73% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 27% | 15% | 27% | 43% | - | * | - | - | 44% | * | 27% | 26% | 26% | 14% |
| | 2019 | 37% | 34% | 42% | 22% | 43% | 41% | - | * | - | * | 33% | 40% | 43% | 37% | 39% | 43% |
| At Masters Grade Level | 2021 | 14% | 6% | 9% | 0% | 9% | 14% | - | * | - | - | 9% | * | 8% | 11% | 9% | 3% |
| | 2019 | 21% | 17% | 19% | 11% | 20% | 14% | - | * | - | * | 7% | 20% | 19% | 21% | 17% | 20% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 97% | * | 97% | * | - | - | - | - | * | - | 99% | 86% | 97% | 80% |
| | 2019 | 85% | 90% | 100% | * | 100% | * | - | * | - | * | - | * | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 77% | * | 75% | * | - | - | - | - | * | - | 76% | 86% | 77% | 60% |
| | 2019 | 61% | 73% | 97% | * | 100% | * | - | * | - | * | - | * | 100% | 89% | 97% | 100% |
| At Masters Grade Level | 2021 | 23% | 29% | 49% | * | 49% | * | - | - | - | - | * | - | 49% | 57% | 50% | 40% |
| | 2019 | 37% | 46% | 86% | * | 87% | * | - | * | - | * | - | * | 89% | 78% | 84% | 93% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 60% | 42% | 61% | 69% | - | 100% | - | * | 44% | 80% | 62% | 50% | 59% | 40% |
| | 2019 | 78% | 76% | 74% | 63% | 74% | 85% | - | 100% | - | 95% | 46% | 80% | 76% | 66% | 74% | 73% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | 20% | 31% | 46% | - | 57% | - | * | 33% | 50% | 32% | 28% | 30% | 14% |
| | 2019 | 50% | 45% | 41% | 27% | 40% | 53% | - | 88% | - | 48% | 25% | 43% | 42% | 34% | 39% | 39% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 6% | 11% | 16% | - | 0% | - | * | 7% | 10% | 11% | 8% | 11% | 4% |
| | 2019 | 24% | 18% | 15% | 9% | 15% | 20% | - | 63% | - | 33% | 6% | 14% | 16% | 14% | 14% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 63% | 48% | 64% | 68% | - | * | - | * | 44% | * | 66% | 53% | 63% | 41% |
| | 2019 | 75% | 72% | 75% | 63% | 75% | 82% | - | * | - | 100% | 37% | 80% | 77% | 65% | 74% | 73% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 37% | 21% | 38% | 48% | - | * | - | * | 32% | * | 38% | 34% | 36% | 18% |
| | 2019 | 48% | 42% | 41% | 25% | 41% | 53% | - | * | - | 67% | 16% | 30% | 44% | 31% | 41% | 40% |
| At Masters Grade Level | 2021 | 18% | 12% | 17% | 4% | 17% | 29% | - | * | - | * | 7% | * | 18% | 12% | 17% | 6% |
| | 2019 | 21% | 15% | 20% | 16% | 20% | 26% | - | * | - | 50% | 9% | 10% | 21% | 17% | 19% | 18% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | 37% | 61% | 67% | - | * | - | * | 46% | * | 62% | 49% | 59% | 43% |
| | 2019 | 82% | 82% | 81% | 75% | 81% | 87% | - | * | - | 100% | 58% | 90% | 83% | 72% | 80% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 30% | 20% | 30% | 43% | - | * | - | * | 33% | * | 31% | 26% | 29% | 16% |
| | 2019 | 52% | 47% | 48% | 38% | 48% | 63% | - | * | - | 50% | 34% | 50% | 50% | 43% | 47% | 46% |
| At Masters Grade Level | 2021 | 18% | 11% | 9% | 6% | 9% | 13% | - | * | - | * | 7% | * | 10% | 6% | 9% | 4% |
| | 2019 | 26% | 21% | 13% | 0% | 13% | 18% | - | * | - | 33% | 2% | 20% | 14% | 9% | 12% | 14% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 51% | 42% | 50% | 65% | - | * | - | * | 21% | * | 55% | 38% | 50% | 26% |
| | 2019 | 68% | 66% | 57% | 46% | 57% | 73% | - | - | - | * | 27% | 60% | 59% | 51% | 58% | 53% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 22% | 21% | 21% | 41% | - | * | - | * | 18% | * | 24% | 17% | 22% | 4% |
| | 2019 | 38% | 32% | 24% | 23% | 24% | 33% | - | - | - | * | 18% | 20% | 25% | 20% | 24% | 21% |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 13% | 5% | 0% | - | * | - | * | 3% | * | 6% | 3% | 5% | 3% |
| | 2019 | 14% | 10% | 8% | 23% | 8% | 13% | - | - | - | * | 8% | 20% | 7% | 14% | 8% | 7% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 62% | 35% | 63% | 77% | - | * | - | - | 55% | * | 64% | 52% | 61% | 40% |
| | 2019 | 81% | 80% | 78% | 68% | 77% | 91% | - | * | - | * | 57% | 80% | 80% | 70% | 77% | 78% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 35% | 19% | 35% | 54% | - | * | - | - | 45% | * | 34% | 35% | 33% | 12% |
| | 2019 | 54% | 50% | 40% | 21% | 39% | 59% | - | * | - | * | 21% | 80% | 42% | 33% | 37% | 38% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 10% | 8% | 10% | 15% | - | * | - | - | 10% | * | 11% | 7% | 10% | 1% |
| | 2019 | 25% | 19% | 14% | 0% | 13% | 23% | - | * | - | * | 7% | 0% | 14% | 11% | 12% | 9% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 59% | 46% | 59% | 71% | - | * | - | - | 59% | * | 59% | 57% | 59% | 43% |
| | 2019 | 81% | 80% | 73% | 50% | 72% | 91% | - | * | - | * | 53% | 80% | 74% | 67% | 71% | 73% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 27% | 15% | 27% | 43% | - | * | - | - | 44% | * | 27% | 26% | 26% | 14% |
| | 2019 | 55% | 54% | 42% | 22% | 43% | 41% | - | * | - | * | 33% | 40% | 43% | 37% | 39% | 43% |
| At Masters Grade Level | 2021 | 29% | 21% | 9% | 0% | 9% | 14% | - | * | - | - | 9% | * | 8% | 11% | 9% | 3% |
| | 2019 | 33% | 30% | 19% | 11% | 20% | 14% | - | * | - | * | 7% | 20% | 19% | 21% | 17% | 20% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 75 | 85 | 75 | 60 | - | - | - | * | 66 | 60 | 76 | 74 | 75 | 79 |
| | 2018 | 76 | 77 | 80 | 68 | 80 | 80 | - | * | - | * | 69 | * | 80 | 80 | 78 | 83 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 58 | 58 | 58 | 61 | - | - | - | * | 48 | * | 59 | 55 | 57 | 60 |
| | 2018 | 67 | 65 | 61 | 61 | 61 | 60 | - | - | - | - | 68 | * | 60 | 66 | 61 | 64 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 75 | 68 | 76 | 80 | - | * | - | * | 76 | 50 | 74 | 79 | 75 | 75 |
| | 2018 | 79 | 78 | 76 | 80 | 77 | 66 | - | * | - | * | 79 | * | 76 | 75 | 76 | 75 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 88 | 89 | 89 | 81 | - | * | - | * | 81 | 100 | 87 | 92 | 88 | 92 |
| | 2018 | 81 | 86 | 83 | 95 | 82 | 81 | - | * | - | * | 87 | * | 84 | 78 | 84 | 86 |
| End of Course Algebra I | 2019 | 75 | 88 | 99 | * | 100 | * | - | * | - | * | - | * | 100 | 94 | 98 | 100 |
| | 2018 | 72 | 68 | 96 | * | 94 | 100 | - | * | - | - | - | - | 95 | * | 96 | 90 |
| All Grades Both Subjects | 2019 | 69 | 69 | 76 | 76 | 76 | 75 | - | * | - | 83 | 67 | 70 | 76 | 77 | 76 | 77 |
| | 2018 | 69 | 68 | 76 | 74 | 76 | 73 | - | 77 | - | * | 76 | 73 | 76 | 75 | 76 | 78 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 75 | 75 | 75 | 72 | - | * | - | 83 | 70 | 55 | 75 | 77 | 75 | 77 |
| | 2018 | 69 | 68 | 78 | 72 | 79 | 73 | - | 75 | - | * | 74 | 75 | 78 | 78 | 77 | 80 |
| All Grades Mathematics | 2019 | 70 | 70 | 77 | 77 | 76 | 78 | - | * | - | 83 | 64 | 85 | 76 | 78 | 76 | 78 |
| | 2018 | 70 | 69 | 74 | 75 | 74 | 74 | - | 80 | - | * | 77 | 70 | 74 | 73 | 74 | 75 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 60% | - | - | - | - | - | - | 41% | - | 41% | - | 36% | 67% | 39% | * |
| | 2019 | 78% | 76% | 74% | - | - | - | - | - | - | 59% | - | 59% | - | 53% | | 58% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | - | - | - | - | - | - | 14% | - | 14% | - | 12% | 37% | 13% | * |
| | 2019 | 50% | 45% | 41% | - | - | - | - | - | - | 20% | - | 20% | - | 18% | | 20% | |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | - | - | - | - | - | - | 4% | - | 4% | - | 3% | 13% | 4% | * |
| | 2019 | 24% | 18% | 15% | - | - | - | - | - | - | 5% | - | 5% | - | 3% | | 5% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 63% | - | - | - | - | - | - | 44% | - | 44% | - | 36% | 71% | 41% | * |
| | 2019 | 75% | 72% | 75% | - | - | - | - | - | - | 57% | - | 57% | - | 56% | | 57% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 37% | - | - | - | - | - | - | 18% | - | 18% | - | 16% | 44% | 17% | * |
| | 2019 | 48% | 42% | 41% | - | - | - | - | - | - | 17% | - | 17% | - | 28% | | 18% | |
| At Masters Grade Level | 2021 | 18% | 12% | 17% | - | - | - | - | - | - | 8% | - | 8% | - | 4% | 20% | 6% | * |
| | 2019 | 21% | 15% | 20% | - | - | - | - | - | - | 6% | - | 6% | - | 11% | | 7% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | - | - | - | - | - | - | 47% | - | 47% | - | 36% | 65% | 43% | * |
| | 2019 | 82% | 82% | 81% | - | - | - | - | - | - | 71% | - | 71% | - | 72% | | 72% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 30% | - | - | - | - | - | - | 18% | - | 18% | - | 10% | 35% | 15% | * |
| | 2019 | 52% | 47% | 48% | - | - | - | - | - | - | 25% | - | 25% | - | 28% | | 25% | |
| At Masters Grade Level | 2021 | 18% | 11% | 9% | - | - | - | - | - | - | 4% | - | 4% | - | 2% | 11% | 4% | * |
| | 2019 | 26% | 21% | 13% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | | 3% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 51% | - | - | - | - | - | - | 32% | - | 32% | - | 17% | 60% | 26% | - |
| | 2019 | 68% | 66% | 57% | - | - | - | - | - | - | 39% | - | 39% | - | 25% | | 37% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 22% | - | - | - | - | - | - | 5% | - | 5% | - | 4% | 29% | 4% | - |
| | 2019 | 38% | 32% | 24% | - | - | - | - | - | - | 13% | - | 13% | - | 0% | | 11% | |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | - | - | - | - | - | - | 2% | - | 2% | - | 4% | 6% | 3% | - |
| | 2019 | 14% | 10% | 8% | - | - | - | - | - | - | 1% | - | 1% | - | 0% | | 1% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 62% | - | - | - | - | - | - | 35% | - | 35% | - | 46% | 69% | 39% | * |
| | 2019 | 81% | 80% | 78% | - | - | - | - | - | - | 61% | - | 61% | - | 67% | | 61% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 35% | - | - | - | - | - | - | 11% | - | 11% | - | 11% | 43% | 11% | * |
| | 2019 | 54% | 50% | 40% | - | - | - | - | - | - | 18% | - | 18% | - | 0% | | 16% | |
| At Masters Grade Level | 2021 | 20% | 12% | 10% | - | - | - | - | - | - | 0% | - | 0% | - | 4% | 13% | 1% | * |
| | 2019 | 25% | 19% | 14% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | | 3% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 59% | - | - | - | - | - | - | 42% | - | 42% | - | 43% | 64% | 42% | * |
| | 2019 | 81% | 80% | 73% | - | - | - | - | - | - | 55% | - | 55% | - | 33% | | 53% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 27% | - | - | - | - | - | - | 9% | - | 9% | - | 18% | 31% | 12% | * |
| | 2019 | 55% | 54% | 42% | - | - | - | - | - | - | 27% | - | 27% | - | 17% | | 26% | |
| At Masters Grade Level | 2021 | 29% | 21% | 9% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | 11% | 3% | * |
| | 2019 | 33% | 30% | 19% | - | - | - | - | - | - | 14% | - | 14% | - | 0% | | 13% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 100% | 98% | 95% | - | 64% | - | * | 92% | 100% | 98% | 98% | 98% | 98% |
| Included in Accountability | 83% | 88% | 89% | 85% | 89% | 92% | - | 64% | - | * | 84% | 77% | 95% | 71% | 89% | 82% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 15% | 6% | 0% | - | 0% | - | * | 4% | 23% | 3% | 17% | 6% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 3% | - | 0% | - | * | 4% | 0% | 0% | 9% | 3% | 9% |
| Not Tested | 12% | 6% | 2% | 0% | 2% | 5% | - | 36% | - | * | 8% | 0% | 2% | 2% | 2% | 2% |
| Absent | 2% | 2% | 2% | 0% | 2% | 5% | - | 36% | - | * | 8% | 0% | 2% | 2% | 2% | 1% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 96% | - | 100% | - | 100% | 99% | 100% | 100% | 98% | 99% | 100% |
| Included in Accountability | 94% | 94% | 90% | 90% | 89% | 92% | - | 73% | - | 88% | 89% | 100% | 95% | 72% | 91% | 90% |
| Not Included in Accountability: Mobile | 4% | 3% | 7% | 9% | 7% | 4% | - | 27% | - | 13% | 8% | 0% | 4% | 18% | 6% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 3% | 0% | 3% | 0% | - | 0% | - | 0% | 3% | 0% | 1% | 9% | 3% | 5% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 4% | - | 0% | - | 0% | 1% | 0% | 0% | 2% | 1% | 0% |
| Absent | 1% | 1% | 1% | 1% | 1% | 4% | - | 0% | - | 0% | 1% | 0% | 0% | 2% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.2% | 98.3% | 98.2% | 98.3% | - | * | - | * | 97.0% | 98.2% | 98.5% |
| 2018-19 | 95.4% | 94.4% | 94.3% | 92.9% | 94.6% | 91.8% | - | * | - | 91.5% | 94.1% | 94.1% | 96.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.3% | 10.2% | 7.8% | 5.6% | - | * | - | 50.0% | 14.7% | 8.9% | 5.7% |
| 2018-19 | 11.4% | 15.3% | 17.0% | 25.6% | 15.2% | 31.1% | - | * | - | 28.6% | 16.7% | 17.8% | 8.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.4% | 0.0% | 0.5% | 0.0% | - | * | - | 0.0% | 0.0% | 0.5% | 0.6% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 655 | 100.0% | 50,547 | 5,359,040 | 655 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 309 | 47.2% | 7.8% | 7.9% | 309 | 47.2% | 7.8% | 7.8% |
| Grade 8 | 346 | 52.8% | 8.1% | 7.9% | 346 | 52.8% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 58 | 8.9% | 7.7% | 12.7% | 58 | 8.9% | 7.7% | 12.7% |
| Hispanic | 551 | 84.1% | 83.2% | 52.9% | 551 | 84.1% | 83.2% | 52.9% |
| White | 41 | 6.3% | 5.3% | 26.5% | 41 | 6.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 2 | 0.3% | 3.0% | 4.7% | 2 | 0.3% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 2 | 0.3% | 0.7% | 2.7% | 2 | 0.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 298 | 45.5% | 48.5% | 48.9% | 298 | 45.5% | 48.5% | 48.9% |
| Male | 357 | 54.5% | 51.5% | 51.1% | 357 | 54.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 582 | 88.9% | 83.8% | 60.3% | 582 | 88.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 73 | 11.1% | 16.2% | 39.7% | 73 | 11.1% | 16.3% | 39.8% |
| Section 504 Students | 59 | 9.0% | 5.8% | 7.2% | 59 | 9.0% | 5.7% | 7.2% |
| EB Students/EL | 168 | 25.6% | 30.0% | 20.7% | 168 | 25.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 11 | 1.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 34 | 5.2% | 4.6% | 4.5% | 34 | 5.2% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 0.2% | 0.8% | 1.1% | 1 | 0.2% | 0.8% | 1.1% |
| Immigrant | 13 | 2.0% | 2.8% | 2.0% | 13 | 2.0% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 655 | 100.0% | 68.6% | 64.5% | 655 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.3% | 0.4% | 2.7% | 2 | 0.3% | 0.4% | 2.7% |
| At-Risk | 404 | 61.7% | 58.7% | 49.2% | 404 | 61.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 144 | 22.0% | 28.1% | 21.0% | 144 | 22.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 20 | 3.1% | 5.6% | 8.3% | 20 | 3.1% | 5.6% | 8.3% |
| Special Education | 99 | 15.1% | 11.9% | 11.1% | 99 | 15.1% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 99 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 47 | 47.5% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 5 | 5.1% | 18.2% | 21.3% | | | | |
| Students with Autism | 25 | 25.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 22 | 22.2% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 91 | 13.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 8 | 1.2% | 2.2% | 2.8% | | | | |
| Hispanic | 72 | 10.5% | 10.6% | 7.1% | | | | |
| White | 8 | 1.2% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 3 | 0.4% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 15 | 13.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 17 | 9.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 73 | 12.3% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 46 | 13.0% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.0% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 16.2 | 14.9 | 15.7 |
| Foreign Languages | 20.0 | 19.5 | 17.8 |
| Mathematics | 18.0 | 16.4 | 16.9 |
| Science | 18.5 | 17.0 | 17.9 |
| Social Studies | 18.1 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 80.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 65.7 | 82.2% | 58.7% | 64.3% |
| Teachers | 53.9 | 67.4% | 45.1% | 49.6% |
| Professional Support | 8.8 | 11.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.7% | 2.3% | 3.0% |
| Educational Aides: | 14.3 | 17.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 38.4 | 47.9% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 6.3 | 11.7% | 9.9% | 11.1% |
| Hispanic | 14.2 | 26.3% | 38.0% | 28.4% |
| White | 30.4 | 56.4% | 48.0% | 56.9% |
| American Indian | 2.0 | 3.7% | 0.2% | 0.3% |
| Asian | 1.0 | 1.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 22.0 | 40.8% | 24.8% | 23.8% |
| Females | 31.9 | 59.2% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 38.7 | 71.7% | 75.9% | 73.0% |
| Masters | 15.3 | 28.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 7.0 | 13.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 18.0 | 33.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 13.0 | 24.1% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.9 | 22.1% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.0 | 5.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 1.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.1 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.8 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$55,106 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,590 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,780 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$58,596 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$68,033 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$50,091 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,943 | \$60,082 | \$57,641 |
| Professional Support | \$66,769 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$96,291 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.5 | 4.7% | 13.8% | 6.2% |
| Career and Technical Education | 1.0 | 1.9% | 3.7% | 5.1% |
| Compensatory Education | 0.4 | 0.7% | 0.0% | 2.8% |
| Gifted and Talented Education | 2.4 | 4.4% | 1.4% | 1.8% |
| Regular Education | 33.7 | 62.4% | 63.3% | 71.0% |
| Special Education | 14.0 | 26.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PARK VIEW INT (101917043) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: QUEENS INT

Campus Number: 101917044

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 62% | * | 62% | 50% | - | * | - | - | 9% | * | 62% | 58% | 62% | 34% |
| | 2019 | 76% | 74% | 70% | * | 70% | 83% | - | - | - | * | 38% | 80% | 72% | 63% | 69% | 67% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | * | 34% | 33% | - | * | - | - | 0% | * | 34% | 36% | 33% | 10% |
| | 2019 | 49% | 43% | 35% | * | 35% | 33% | - | - | - | * | 30% | 20% | 35% | 37% | 32% | 33% |
| At Masters Grade Level | 2021 | 25% | 17% | 18% | * | 18% | 33% | - | * | - | - | 0% | * | 20% | 11% | 18% | 1% |
| | 2019 | 29% | 23% | 18% | * | 18% | 17% | - | - | - | * | 5% | 20% | 17% | 22% | 16% | 19% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 34% | * | 34% | 60% | - | * | - | - | 14% | * | 34% | 30% | 35% | 24% |
| | 2019 | 75% | 76% | 66% | * | 65% | * | - | - | - | * | 49% | * | 66% | 66% | 65% | 63% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 7% | * | 7% | 20% | - | * | - | - | 5% | * | 7% | 5% | 7% | 3% |
| | 2019 | 43% | 38% | 25% | * | 25% | * | - | - | - | * | 35% | * | 25% | 26% | 24% | 25% |
| At Masters Grade Level | 2021 | 12% | 5% | 2% | * | 1% | 20% | - | * | - | - | 5% | * | 2% | 3% | 2% | 0% |
| | 2019 | 17% | 9% | 3% | * | 3% | * | - | - | - | * | 8% | * | 3% | 0% | 2% | 3% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 48% | * | 48% | 50% | - | * | - | - | 15% | * | 49% | 43% | 47% | 20% |
| | 2019 | 70% | 67% | 60% | * | 59% | 83% | - | - | - | * | 38% | 40% | 61% | 52% | 57% | 58% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 17% | * | 18% | 0% | - | * | - | - | 5% | * | 18% | 14% | 17% | 4% |
| | 2019 | 42% | 34% | 33% | * | 32% | 67% | - | - | - | * | 35% | 40% | 32% | 37% | 29% | 30% |
| At Masters Grade Level | 2021 | 10% | 4% | 2% | * | 2% | 0% | - | * | - | - | 0% | * | 2% | 0% | 2% | 0% |
| | 2019 | 18% | 12% | 6% | * | 6% | 17% | - | - | - | * | 5% | 20% | 7% | 4% | 5% | 8% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 70% | * | 71% | - | - | - | - | - | 48% | * | 70% | 73% | 70% | 47% |
| | 2019 | 86% | 84% | 81% | * | 82% | * | - | - | - | - | 49% | * | 86% | 61% | 81% | 79% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 37% | * | 37% | - | - | - | - | - | 29% | * | 36% | 41% | 37% | 12% |
| | 2019 | 55% | 47% | 49% | * | 49% | * | - | - | - | - | 29% | * | 53% | 28% | 48% | 45% |
| At Masters Grade Level | 2021 | 21% | 14% | 10% | * | 11% | - | - | - | - | - | 5% | * | 11% | 9% | 11% | 1% |
| | 2019 | 28% | 21% | 20% | * | 20% | * | - | - | - | - | 6% | * | 23% | 7% | 19% | 15% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 59% | * | 59% | * | - | * | - | - | 40% | * | 59% | 62% | 59% | 36% |
| | 2019 | 88% | 90% | 83% | * | 83% | * | - | - | - | - | 58% | * | 86% | 75% | 82% | 82% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 21% | * | 21% | * | - | * | - | - | 20% | * | 20% | 26% | 21% | 5% |
| | 2019 | 57% | 58% | 40% | * | 41% | * | - | - | - | - | 27% | * | 41% | 38% | 40% | 42% |
| At Masters Grade Level | 2021 | 11% | 8% | 4% | * | 5% | * | - | * | - | - | 15% | * | 5% | 4% | 4% | 2% |
| | 2019 | 17% | 16% | 5% | * | 5% | * | - | - | - | - | 9% | * | 6% | 2% | 5% | 6% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 57% | * | 57% | - | - | - | - | - | 45% | * | 57% | 59% | 57% | 39% |
| | 2019 | 81% | 78% | 77% | * | 77% | * | - | - | - | - | 54% | * | 79% | 66% | 75% | 74% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 23% | * | 23% | - | - | - | - | - | 35% | * | 22% | 30% | 23% | 7% |
| | 2019 | 51% | 44% | 37% | * | 37% | * | - | - | - | - | 26% | * | 39% | 28% | 36% | 35% |
| At Masters Grade Level | 2021 | 24% | 12% | 6% | * | 6% | - | - | - | - | - | 15% | * | 4% | 14% | 6% | 4% |
| | 2019 | 25% | 17% | 9% | * | 10% | * | - | - | - | - | 6% | * | 10% | 6% | 10% | 10% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 35% | * | 35% | - | - | - | - | - | 42% | * | 32% | 52% | 36% | 12% |
| | 2019 | 69% | 68% | 55% | * | 55% | * | - | - | - | - | 40% | * | 58% | 38% | 54% | 53% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 9% | * | 9% | - | - | - | - | - | 26% | * | 8% | 11% | 9% | 5% |
| | 2019 | 37% | 34% | 19% | * | 19% | * | - | - | - | - | 20% | * | 21% | 8% | 17% | 19% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | * | 1% | - | - | - | - | - | 11% | * | 0% | 5% | 1% | 0% |
| | 2019 | 21% | 17% | 7% | * | 7% | * | - | - | - | - | 9% | * | 8% | 2% | 7% | 6% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | - | 100% | - | - | - | - | - | - | - | 100% | 100% | 100% | * |
| | 2019 | 85% | 90% | 99% | - | 99% | * | - | - | - | - | * | * | 99% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 79% | - | 79% | - | - | - | - | - | - | - | 79% | 80% | 80% | * |
| | 2019 | 61% | 73% | 94% | - | 94% | * | - | - | - | - | * | * | 95% | 83% | 95% | 94% |
| At Masters Grade Level | 2021 | 23% | 29% | 46% | - | 46% | - | - | - | - | - | - | - | 47% | 40% | 46% | * |
| | 2019 | 37% | 46% | 65% | - | 64% | * | - | - | - | - | * | * | 63% | 83% | 63% | 75% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 40% | 54% | 50% | - | 50% | - | - | 30% | 32% | 53% | 55% | 54% | 31% |
| | 2019 | 78% | 76% | 71% | 60% | 71% | 92% | - | - | - | * | 46% | 61% | 74% | 61% | 70% | 69% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 12% | 23% | 17% | - | 33% | - | - | 17% | 16% | 22% | 25% | 22% | 7% |
| | 2019 | 50% | 45% | 36% | 20% | 36% | 50% | - | - | - | * | 29% | 35% | 38% | 30% | 35% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 0% | 7% | 17% | - | 17% | - | - | 7% | 5% | 7% | 7% | 7% | 2% |
| | 2019 | 24% | 18% | 12% | 0% | 12% | 13% | - | - | - | * | 7% | 13% | 13% | 7% | 11% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 66% | 57% | 66% | 50% | - | * | - | - | 28% | 60% | 66% | 65% | 66% | 40% |
| | 2019 | 75% | 72% | 76% | 57% | 76% | 88% | - | - | - | * | 43% | 71% | 79% | 62% | 75% | 73% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 35% | 14% | 36% | 33% | - | * | - | - | 14% | 60% | 35% | 38% | 35% | 11% |
| | 2019 | 48% | 42% | 42% | 29% | 42% | 38% | - | - | - | * | 29% | 14% | 44% | 32% | 40% | 39% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 0% | 14% | 33% | - | * | - | - | 2% | 20% | 15% | 10% | 14% | 1% |
| | 2019 | 21% | 15% | 19% | 0% | 19% | 13% | - | - | - | * | 6% | 14% | 20% | 15% | 18% | 17% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 52% | 29% | 52% | 50% | - | * | - | - | 27% | 20% | 52% | 51% | 52% | 31% |
| | 2019 | 82% | 82% | 78% | 71% | 78% | 100% | - | - | - | * | 54% | 57% | 79% | 72% | 77% | 76% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 14% | 20% | 17% | - | * | - | - | 12% | 0% | 19% | 20% | 19% | 6% |
| | 2019 | 52% | 47% | 41% | 14% | 41% | 50% | - | - | - | * | 32% | 43% | 42% | 35% | 40% | 40% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 0% | 6% | 17% | - | * | - | - | 10% | 0% | 6% | 6% | 6% | 3% |
| | 2019 | 26% | 21% | 12% | 0% | 12% | 13% | - | - | - | * | 10% | 14% | 13% | 6% | 10% | 12% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | * | 48% | 50% | - | * | - | - | 15% | * | 49% | 43% | 47% | 20% |
| | 2019 | 68% | 66% | 60% | * | 59% | 83% | - | - | - | * | 38% | 40% | 61% | 52% | 57% | 58% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 17% | * | 18% | 0% | - | * | - | - | 5% | * | 18% | 14% | 17% | 4% |
| | 2019 | 38% | 32% | 33% | * | 32% | 67% | - | - | - | * | 35% | 40% | 32% | 37% | 29% | 30% |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | * | 2% | 0% | - | * | - | - | 0% | * | 2% | 0% | 2% | 0% |
| | 2019 | 14% | 10% | 6% | * | 6% | 17% | - | - | - | * | 5% | 20% | 7% | 4% | 5% | 8% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 57% | * | 57% | - | - | - | - | - | 45% | * | 57% | 59% | 57% | 39% |
| | 2019 | 81% | 80% | 77% | * | 77% | * | - | - | - | - | 54% | * | 79% | 66% | 75% | 74% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 23% | * | 23% | - | - | - | - | - | 35% | * | 22% | 30% | 23% | 7% |
| | 2019 | 54% | 50% | 37% | * | 37% | * | - | - | - | - | 26% | * | 39% | 28% | 36% | 35% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 6% | * | 6% | - | - | - | - | - | 15% | * | 4% | 14% | 6% | 4% |
| | 2019 | 25% | 19% | 9% | * | 10% | * | - | - | - | - | 6% | * | 10% | 6% | 10% | 10% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 35% | * | 35% | - | - | - | - | - | 42% | * | 32% | 52% | 36% | 12% |
| | 2019 | 81% | 80% | 55% | * | 55% | * | - | - | - | - | 40% | * | 58% | 38% | 54% | 53% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 9% | * | 9% | - | - | - | - | - | 26% | * | 8% | 11% | 9% | 5% |
| | 2019 | 55% | 54% | 19% | * | 19% | * | - | - | - | - | 20% | * | 21% | 8% | 17% | 19% |
| At Masters Grade Level | 2021 | 29% | 21% | 1% | * | 1% | - | - | - | - | - | 11% | * | 0% | 5% | 1% | 0% |
| | 2019 | 33% | 30% | 7% | * | 7% | * | - | - | - | - | 9% | * | 8% | 2% | 7% | 6% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 74 | * | 74 | 58 | - | - | - | * | 58 | 50 | 74 | 75 | 74 | 73 |
| | 2018 | 76 | 77 | 78 | 60 | 78 | 100 | - | - | - | - | 48 | * | 79 | 71 | 77 | 82 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 65 | * | 65 | * | - | - | - | * | 51 | * | 65 | 65 | 65 | 66 |
| | 2018 | 67 | 65 | 70 | 80 | 70 | * | - | - | - | - | 53 | * | 67 | 80 | 70 | 68 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 78 | * | 78 | * | - | - | - | - | 77 | * | 79 | 77 | 78 | 75 |
| | 2018 | 79 | 78 | 78 | * | 79 | 67 | - | - | - | * | 73 | * | 77 | 84 | 77 | 78 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 84 | * | 84 | * | - | - | - | - | 70 | * | 87 | 70 | 84 | 83 |
| | 2018 | 81 | 86 | 83 | * | 84 | 70 | - | - | - | * | 86 | * | 84 | 76 | 83 | 85 |
| End of Course Algebra I | 2019 | 75 | 88 | 95 | - | 95 | * | - | - | - | - | * | * | 96 | 80 | 96 | 94 |
| | 2018 | 72 | 68 | 99 | - | 99 | * | - | - | - | - | - | - | 98 | 100 | 100 | 100 |
| All Grades Both Subjects | 2019 | 69 | 69 | 77 | 68 | 77 | 69 | - | - | - | * | 64 | 57 | 78 | 72 | 77 | 76 |
| | 2018 | 69 | 68 | 78 | 72 | 79 | 75 | - | - | - | * | 60 | 80 | 79 | 78 | 78 | 79 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 76 | 86 | 76 | 50 | - | - | - | * | 68 | 43 | 76 | 76 | 76 | 74 |
| | 2018 | 69 | 68 | 78 | 63 | 78 | 79 | - | - | - | * | 57 | 100 | 78 | 77 | 77 | 80 |
| All Grades Mathematics | 2019 | 70 | 70 | 77 | 50 | 78 | 88 | - | - | - | * | 61 | 71 | 79 | 68 | 77 | 77 |
| | 2018 | 70 | 69 | 79 | 81 | 79 | 71 | - | - | - | * | 63 | 60 | 79 | 79 | 79 | 79 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | - | - | - | - | - | - | 29% | - | 29% | - | 31% | 64% | 30% | * |
| | 2019 | 78% | 76% | 71% | * | - | * | - | - | - | 50% | - | 50% | - | 49% | | 50% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | - | - | - | - | - | - | 7% | - | 7% | - | 6% | 30% | 7% | * |
| | 2019 | 50% | 45% | 36% | * | - | * | - | - | - | 16% | - | 16% | - | 13% | | 16% | |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | - | - | - | - | - | - | 1% | - | 1% | - | 2% | 10% | 1% | * |
| | 2019 | 24% | 18% | 12% | * | - | * | - | - | - | 4% | - | 4% | - | 4% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 66% | - | - | - | - | - | - | 43% | - | 43% | - | 35% | 79% | 40% | * |
| | 2019 | 75% | 72% | 76% | * | - | * | - | - | - | 52% | - | 52% | - | 65% | | 54% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 35% | - | - | - | - | - | - | 12% | - | 12% | - | 8% | 48% | 10% | * |
| | 2019 | 48% | 42% | 42% | * | - | * | - | - | - | 17% | - | 17% | - | 10% | | 17% | |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | - | - | - | - | - | - | 1% | - | 1% | - | 1% | 21% | 1% | * |
| | 2019 | 21% | 15% | 19% | * | - | * | - | - | - | 6% | - | 6% | - | 0% | | 6% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 52% | - | - | - | - | - | - | 29% | - | 29% | - | 34% | 62% | 31% | * |
| | 2019 | 82% | 82% | 78% | * | - | * | - | - | - | 61% | - | 61% | - | 53% | | 60% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | - | - | - | - | - | - | 5% | - | 5% | - | 6% | 26% | 6% | * |
| | 2019 | 52% | 47% | 41% | * | - | * | - | - | - | 24% | - | 24% | - | 26% | | 24% | |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | - | - | - | - | - | - | 1% | - | 1% | - | 4% | 8% | 2% | * |
| | 2019 | 26% | 21% | 12% | * | - | * | - | - | - | 4% | - | 4% | - | 11% | | 5% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | - | - | - | - | - | - | 18% | - | 18% | - | 24% | 63% | 20% | - |
| | 2019 | 68% | 66% | 60% | * | - | * | - | - | - | 34% | - | 34% | - | 33% | | 35% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 17% | - | - | - | - | - | - | 4% | - | 4% | - | 5% | 24% | 4% | - |
| | 2019 | 38% | 32% | 33% | * | - | * | - | - | - | 7% | - | 7% | - | 8% | | 8% | |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 3% | 0% | - |
| | 2019 | 14% | 10% | 6% | * | - | * | - | - | - | 0% | - | 0% | - | 8% | | 2% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 57% | - | - | - | - | - | - | 36% | - | 36% | - | 41% | 65% | 38% | * |
| | 2019 | 81% | 80% | 77% | - | - | - | - | - | - | 56% | - | 56% | - | 63% | | 56% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 23% | - | - | - | - | - | - | 10% | - | 10% | - | 3% | 30% | 6% | * |
| | 2019 | 54% | 50% | 37% | - | - | - | - | - | - | 15% | - | 15% | - | 13% | | 15% | |
| At Masters Grade Level | 2021 | 20% | 12% | 6% | - | - | - | - | - | - | 2% | - | 2% | - | 3% | 7% | 2% | * |
| | 2019 | 25% | 19% | 9% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | | 3% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 35% | - | - | - | - | - | - | 7% | - | 7% | - | 15% | 44% | 11% | * |
| | 2019 | 81% | 80% | 55% | - | - | - | - | - | - | 32% | - | 32% | - | 13% | | 30% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 9% | - | - | - | - | - | - | 2% | - | 2% | - | 5% | 10% | 4% | * |
| | 2019 | 55% | 54% | 19% | - | - | - | - | - | - | 10% | - | 10% | - | 0% | | 9% | |
| At Masters Grade Level | 2021 | 29% | 21% | 1% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 2% | 0% | * |
| | 2019 | 33% | 30% | 7% | - | - | - | - | - | - | 1% | - | 1% | - | 0% | | 1% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 100% | 98% | 85% | - | 100% | - | - | 85% | 95% | 98% | 100% | 98% | 98% |
| Included in Accountability | 83% | 88% | 94% | 78% | 95% | 69% | - | 100% | - | - | 73% | 95% | 96% | 85% | 94% | 93% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 22% | 3% | 15% | - | 0% | - | - | 10% | 0% | 1% | 12% | 3% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | 0% | - | - | 2% | 0% | 0% | 3% | 1% | 2% |
| Not Tested | 12% | 6% | 2% | 0% | 2% | 15% | - | 0% | - | - | 15% | 5% | 2% | 0% | 2% | 2% |
| Absent | 2% | 2% | 1% | 0% | 1% | 4% | - | 0% | - | - | 1% | 5% | 1% | 0% | 1% | 0% |
| Other | 10% | 4% | 1% | 0% | 1% | 12% | - | 0% | - | - | 15% | 0% | 2% | 0% | 1% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 89% | 94% | 100% | - | * | - | * | 96% | 88% | 99% | 77% | 95% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 11% | 4% | 0% | - | * | - | * | 4% | 12% | 1% | 17% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | * | - | * | 0% | 0% | 0% | 5% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.4% | 97.7% | 98.5% | 96.6% | * | - | * | * | 97.4% | 98.4% | 98.5% |
| 2018-19 | 95.4% | 94.4% | 95.2% | 89.0% | 95.4% | 91.1% | * | * | - | * | 92.6% | 95.1% | 96.2% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.2% | 7.1% | 8.2% | 14.3% | * | - | * | * | 17.6% | 7.2% | 8.9% |
| 2018-19 | 11.4% | 15.3% | 14.6% | 50.0% | 13.6% | 33.3% | * | * | - | * | 26.2% | 15.2% | 9.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | * | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.1% | 0.0% | 0.1% | 0.0% | * | * | - | * | 0.0% | 0.2% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 620 | 100.0% | 50,547 | 5,359,040 | 620 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 310 | 50.0% | 7.8% | 7.9% | 310 | 50.0% | 7.8% | 7.8% |
| Grade 8 | 310 | 50.0% | 8.1% | 7.9% | 310 | 50.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 7 | 1.1% | 7.7% | 12.7% | 7 | 1.1% | 7.7% | 12.7% |
| Hispanic | 598 | 96.5% | 83.2% | 52.9% | 598 | 96.5% | 83.2% | 52.9% |
| White | 10 | 1.6% | 5.3% | 26.5% | 10 | 1.6% | 5.3% | 26.5% |
| American Indian | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |
| Asian | 2 | 0.3% | 3.0% | 4.7% | 2 | 0.3% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 289 | 46.6% | 48.5% | 48.9% | 289 | 46.6% | 48.5% | 48.9% |
| Male | 331 | 53.4% | 51.5% | 51.1% | 331 | 53.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 580 | 93.5% | 83.8% | 60.3% | 580 | 93.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 40 | 6.5% | 16.2% | 39.7% | 40 | 6.5% | 16.3% | 39.8% |
| Section 504 Students | 43 | 6.9% | 5.8% | 7.2% | 43 | 6.9% | 5.7% | 7.2% |
| EB Students/EL | 200 | 32.3% | 30.0% | 20.7% | 200 | 32.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 5 | 0.7% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 28 | 4.5% | 4.6% | 4.5% | 28 | 4.5% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.8% | 0.8% | 1.1% | 5 | 0.8% | 0.8% | 1.1% |
| Immigrant | 10 | 1.6% | 2.8% | 2.0% | 10 | 1.6% | 2.8% | 2.0% |
| Migrant | 2 | 0.3% | 0.2% | 0.3% | 2 | 0.3% | 0.2% | 0.3% |
| Title I | 620 | 100.0% | 68.6% | 64.5% | 620 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 430 | 69.4% | 58.7% | 49.2% | 430 | 69.4% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 181 | 29.2% | 28.1% | 21.0% | 181 | 29.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 32 | 5.2% | 5.6% | 8.3% | 32 | 5.2% | 5.6% | 8.3% |
| Special Education | 57 | 9.2% | 11.9% | 11.1% | 57 | 9.2% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 57 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 31 | 54.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 15 | 26.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 11 | 19.3% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 77 | 11.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 7 | 1.0% | 2.2% | 2.8% | | | | |
| Hispanic | 65 | 9.5% | 10.6% | 7.1% | | | | |
| White | 5 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 4 | 5.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 25 | 11.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 66 | 10.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 32 | 10.1% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 2.7% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.4% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 15.0 | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | 17.1 | 16.4 | 16.9 |
| Science | 19.6 | 17.0 | 17.9 |
| Social Studies | 17.2 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 69.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 57.4 | 82.8% | 58.7% | 64.3% |
| Teachers | 47.8 | 69.0% | 45.1% | 49.6% |
| Professional Support | 8.3 | 12.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 1.2 | 1.8% | 2.3% | 3.0% |
| Educational Aides: | 11.9 | 17.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 38.3 | 55.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 8.9 | 18.6% | 9.9% | 11.1% |
| Hispanic | 12.9 | 27.0% | 38.0% | 28.4% |
| White | 24.0 | 50.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.0 | 4.2% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 17.0 | 35.6% | 24.8% | 23.8% |
| Females | 30.8 | 64.4% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 26.0 | 54.4% | 75.9% | 73.0% |
| Masters | 21.8 | 45.6% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 17.0 | 35.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 9.9 | 20.7% | 24.4% | 20.3% |
| 11-20 Years Experience | 15.0 | 31.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.9 | 10.2% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 2.1% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.0 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 3.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 3.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.9 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,698 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,990 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,224 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$74,659 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$50,363 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,899 | \$60,082 | \$57,641 |
| Professional Support | \$67,515 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$110,598 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.2 | 0.4% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.3 | 2.8% | 1.4% | 1.8% |
| Regular Education | 38.2 | 79.9% | 63.3% | 71.0% |
| Special Education | 8.1 | 16.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
QUEENS INT (101917044) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SAN JACINTO INT

Campus Number: 101917045

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 68% | 50% | 69% | 73% | - | - | - | * | 41% | 83% | 70% | 58% | 68% | 43% |
| | 2019 | 76% | 74% | 75% | 70% | 76% | 75% | * | - | - | - | 30% | - | 74% | 80% | 74% | 78% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 39% | 36% | 39% | 45% | - | - | - | * | 22% | 50% | 40% | 29% | 38% | 18% |
| | 2019 | 49% | 43% | 43% | 40% | 42% | 50% | * | - | - | - | 22% | - | 41% | 51% | 42% | 45% |
| At Masters Grade Level | 2021 | 25% | 17% | 14% | 21% | 14% | 9% | - | - | - | * | 4% | 33% | 14% | 18% | 13% | 3% |
| | 2019 | 29% | 23% | 21% | 10% | 21% | 31% | * | - | - | - | 8% | - | 20% | 23% | 20% | 20% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 39% | 42% | 39% | 43% | - | - | - | * | 30% | * | 40% | 35% | 38% | 31% |
| | 2019 | 75% | 76% | 64% | 50% | 64% | 85% | - | - | - | - | 43% | - | 64% | 65% | 64% | 68% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 9% | 17% | 9% | 14% | - | - | - | * | 17% | * | 9% | 11% | 9% | 4% |
| | 2019 | 43% | 38% | 25% | 30% | 24% | 38% | - | - | - | - | 16% | - | 22% | 33% | 24% | 31% |
| At Masters Grade Level | 2021 | 12% | 5% | 2% | 8% | 1% | 0% | - | - | - | * | 4% | * | 1% | 5% | 2% | 1% |
| | 2019 | 17% | 9% | 4% | 0% | 4% | 0% | - | - | - | - | 5% | - | 3% | 6% | 4% | 5% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 57% | 43% | 58% | 54% | - | - | - | * | 18% | 50% | 59% | 44% | 56% | 31% |
| | 2019 | 70% | 67% | 68% | 60% | 69% | 63% | * | - | - | - | 30% | - | 67% | 73% | 68% | 70% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 19% | 29% | 18% | 23% | - | - | - | * | 14% | 17% | 20% | 13% | 18% | 5% |
| | 2019 | 42% | 34% | 29% | 20% | 29% | 38% | * | - | - | - | 16% | - | 26% | 38% | 26% | 29% |
| At Masters Grade Level | 2021 | 10% | 4% | 3% | 7% | 3% | 0% | - | - | - | * | 2% | 17% | 3% | 4% | 3% | 3% |
| | 2019 | 18% | 12% | 9% | 0% | 10% | 6% | * | - | - | - | 8% | - | 9% | 10% | 9% | 10% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 72% | 60% | 73% | 80% | - | - | - | * | 37% | * | 73% | 70% | 72% | 42% |
| | 2019 | 86% | 84% | 81% | 50% | 82% | 81% | * | * | - | * | 46% | * | 83% | 70% | 80% | 81% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 45% | 20% | 46% | 60% | - | - | - | * | 17% | * | 46% | 33% | 44% | 23% |
| | 2019 | 55% | 47% | 38% | 20% | 38% | 43% | * | * | - | * | 18% | * | 41% | 26% | 38% | 35% |
| At Masters Grade Level | 2021 | 21% | 14% | 18% | 20% | 18% | 30% | - | - | - | * | 3% | * | 19% | 12% | 18% | 2% |
| | 2019 | 28% | 21% | 12% | 0% | 11% | 14% | * | * | - | * | 5% | * | 13% | 4% | 10% | 10% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 62% | 31% | 62% | 90% | - | - | - | * | 32% | * | 64% | 50% | 61% | 45% |
| | 2019 | 88% | 90% | 76% | 33% | 77% | 83% | * | * | - | * | 35% | * | 76% | 75% | 75% | 74% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 36% | 8% | 37% | 60% | - | - | - | * | 23% | * | 36% | 34% | 34% | 16% |
| | 2019 | 57% | 58% | 27% | 0% | 28% | 6% | * | * | - | * | 19% | * | 28% | 19% | 26% | 23% |
| At Masters Grade Level | 2021 | 11% | 8% | 6% | 0% | 6% | 10% | - | - | - | * | 3% | * | 6% | 5% | 6% | 2% |
| | 2019 | 17% | 16% | 6% | 0% | 6% | 0% | * | * | - | * | 5% | * | 7% | 0% | 5% | 4% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 63% | 56% | 63% | 80% | - | - | - | * | 31% | * | 63% | 59% | 62% | 35% |
| | 2019 | 81% | 78% | 63% | 30% | 63% | 70% | * | * | - | * | 41% | * | 66% | 48% | 62% | 63% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 34% | 19% | 34% | 60% | - | - | - | * | 17% | * | 34% | 32% | 33% | 11% |
| | 2019 | 51% | 44% | 27% | 0% | 27% | 40% | * | * | - | * | 23% | * | 28% | 24% | 26% | 23% |
| At Masters Grade Level | 2021 | 24% | 12% | 13% | 0% | 14% | 20% | - | - | - | * | 3% | * | 14% | 3% | 14% | 5% |
| | 2019 | 25% | 17% | 7% | 0% | 7% | 0% | * | * | - | * | 5% | * | 8% | 4% | 6% | 6% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 51% | 47% | 51% | 70% | - | - | - | * | 23% | * | 52% | 41% | 49% | 21% |
| | 2019 | 69% | 68% | 50% | 10% | 51% | 50% | * | * | - | * | 31% | * | 54% | 33% | 49% | 46% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 19% | 20% | 17% | 60% | - | - | - | * | 20% | * | 20% | 13% | 17% | 8% |
| | 2019 | 37% | 34% | 17% | 0% | 17% | 20% | * | * | - | * | 21% | * | 19% | 6% | 16% | 14% |
| At Masters Grade Level | 2021 | 14% | 6% | 6% | 0% | 6% | 20% | - | - | - | * | 3% | * | 6% | 3% | 5% | 0% |
| | 2019 | 21% | 17% | 7% | 0% | 7% | 10% | * | * | - | * | 3% | * | 8% | 2% | 6% | 6% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | 100% | 100% | * | - | - | - | - | * | * | 100% | 100% | 100% | 100% |
| | 2019 | 85% | 90% | 96% | * | 97% | 100% | * | * | - | - | * | - | 97% | 89% | 96% | 98% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 84% | 80% | 83% | * | - | - | - | - | * | * | 85% | 67% | 82% | 29% |
| | 2019 | 61% | 73% | 81% | * | 85% | 67% | * | * | - | - | * | - | 85% | 56% | 82% | 81% |
| At Masters Grade Level | 2021 | 23% | 29% | 55% | 40% | 57% | * | - | - | - | - | * | * | 54% | 67% | 54% | 29% |
| | 2019 | 37% | 46% | 51% | * | 51% | 67% | * | * | - | - | * | - | 54% | 33% | 50% | 44% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 61% | 50% | 61% | 72% | - | - | - | 43% | 30% | 77% | 63% | 52% | 60% | 36% |
| | 2019 | 78% | 76% | 69% | 44% | 70% | 73% | 57% | 100% | - | * | 37% | * | 70% | 65% | 68% | 70% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | 24% | 31% | 49% | - | - | - | 14% | 19% | 53% | 32% | 24% | 30% | 12% |
| | 2019 | 50% | 45% | 31% | 16% | 31% | 35% | 14% | 75% | - | * | 20% | * | 32% | 29% | 30% | 30% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 10% | 11% | 15% | - | - | - | 7% | 3% | 30% | 11% | 9% | 11% | 2% |
| | 2019 | 24% | 18% | 11% | 1% | 11% | 12% | 0% | 50% | - | * | 6% | * | 12% | 8% | 10% | 10% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 70% | 55% | 71% | 76% | - | - | - | * | 39% | 89% | 71% | 63% | 70% | 43% |
| | 2019 | 75% | 72% | 78% | 60% | 79% | 78% | * | * | - | * | 38% | * | 79% | 76% | 77% | 80% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 42% | 28% | 42% | 52% | - | - | - | * | 20% | 56% | 43% | 31% | 41% | 20% |
| | 2019 | 48% | 42% | 40% | 30% | 40% | 46% | * | * | - | * | 20% | * | 41% | 39% | 40% | 40% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 21% | 16% | 19% | - | - | - | * | 4% | 33% | 16% | 15% | 16% | 2% |
| | 2019 | 21% | 15% | 16% | 5% | 16% | 22% | * | * | - | * | 7% | * | 17% | 14% | 15% | 14% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 47% | 59% | 76% | - | - | - | * | 32% | 78% | 60% | 47% | 57% | 41% |
| | 2019 | 82% | 82% | 74% | 45% | 74% | 86% | * | * | - | * | 41% | * | 74% | 71% | 73% | 75% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | 23% | 32% | 52% | - | - | - | * | 20% | 56% | 33% | 26% | 31% | 10% |
| | 2019 | 52% | 47% | 33% | 15% | 33% | 27% | * | * | - | * | 20% | * | 34% | 29% | 33% | 34% |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | 10% | 11% | 14% | - | - | - | * | 4% | 33% | 11% | 10% | 11% | 3% |
| | 2019 | 26% | 21% | 11% | 0% | 11% | 11% | * | * | - | * | 8% | * | 12% | 5% | 10% | 10% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 57% | 43% | 58% | 54% | - | - | - | * | 18% | 50% | 59% | 44% | 56% | 31% |
| | 2019 | 68% | 66% | 68% | 60% | 69% | 63% | * | - | - | - | 30% | - | 67% | 73% | 68% | 70% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | 29% | 18% | 23% | - | - | - | * | 14% | 17% | 20% | 13% | 18% | 5% |
| | 2019 | 38% | 32% | 29% | 20% | 29% | 38% | * | - | - | - | 16% | - | 26% | 38% | 26% | 29% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 7% | 3% | 0% | - | - | - | * | 2% | 17% | 3% | 4% | 3% | 3% |
| | 2019 | 14% | 10% | 9% | 0% | 10% | 6% | * | - | - | - | 8% | - | 9% | 10% | 9% | 10% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 63% | 56% | 63% | 80% | - | - | - | * | 31% | * | 63% | 59% | 62% | 35% |
| | 2019 | 81% | 80% | 63% | 30% | 63% | 70% | * | * | - | * | 41% | * | 66% | 48% | 62% | 63% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 34% | 19% | 34% | 60% | - | - | - | * | 17% | * | 34% | 32% | 33% | 11% |
| | 2019 | 54% | 50% | 27% | 0% | 27% | 40% | * | * | - | * | 23% | * | 28% | 24% | 26% | 23% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 13% | 0% | 14% | 20% | - | - | - | * | 3% | * | 14% | 3% | 14% | 5% |
| | 2019 | 25% | 19% | 7% | 0% | 7% | 0% | * | * | - | * | 5% | * | 8% | 4% | 6% | 6% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 51% | 47% | 51% | 70% | - | - | - | * | 23% | * | 52% | 41% | 49% | 21% |
| | 2019 | 81% | 80% | 50% | 10% | 51% | 50% | * | * | - | * | 31% | * | 54% | 33% | 49% | 46% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 19% | 20% | 17% | 60% | - | - | - | * | 20% | * | 20% | 13% | 17% | 8% |
| | 2019 | 55% | 54% | 17% | 0% | 17% | 20% | * | * | - | * | 21% | * | 19% | 6% | 16% | 14% |
| At Masters Grade Level | 2021 | 29% | 21% | 6% | 0% | 6% | 20% | - | - | - | * | 3% | * | 6% | 3% | 5% | 0% |
| | 2019 | 33% | 30% | 7% | 0% | 7% | 10% | * | * | - | * | 3% | * | 8% | 2% | 6% | 6% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economic Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-----------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 78 | 72 | 78 | 78 | * | - | - | - | 68 | - | 76 | 83 | 77 | 76 |
| | 2018 | 76 | 77 | 75 | 75 | 76 | 63 | * | * | - | * | 68 | * | 78 | 64 | 76 | 80 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 58 | 50 | 57 | 81 | - | - | - | - | 39 | - | 57 | 62 | 57 | 60 |
| | 2018 | 67 | 65 | 71 | 72 | 71 | 64 | - | * | - | * | 55 | * | 73 | 62 | 71 | 72 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 73 | 70 | 73 | 63 | * | * | - | * | 70 | * | 72 | 75 | 72 | 75 |
| | 2018 | 79 | 78 | 77 | 61 | 79 | 64 | - | - | - | * | 61 | * | 79 | 66 | 78 | 78 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 72 | 61 | 74 | 63 | * | * | - | * | 65 | * | 73 | 71 | 71 | 73 |
| | 2018 | 81 | 86 | 80 | 80 | 80 | 75 | * | - | - | * | 75 | * | 80 | 78 | 80 | 79 |
| End of Course Algebra I | 2019 | 75 | 88 | 82 | * | 84 | 75 | * | * | - | - | * | - | 84 | 72 | 83 | 81 |
| | 2018 | 72 | 68 | 92 | - | 93 | 90 | - | - | - | - | - | - | 93 | 90 | 91 | 84 |
| All Grades Both Subjects | 2019 | 69 | 69 | 71 | 64 | 72 | 71 | * | * | - | * | 61 | * | 71 | 73 | 71 | 72 |
| | 2018 | 69 | 68 | 77 | 72 | 78 | 68 | * | * | - | 58 | 64 | 70 | 79 | 68 | 77 | 78 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 75 | 71 | 76 | 70 | * | * | - | * | 69 | * | 74 | 80 | 75 | 76 |
| | 2018 | 69 | 68 | 76 | 68 | 77 | 63 | * | * | - | * | 64 | 60 | 79 | 65 | 77 | 79 |
| All Grades Mathematics | 2019 | 70 | 70 | 68 | 58 | 68 | 71 | * | * | - | * | 53 | * | 68 | 67 | 67 | 69 |
| | 2018 | 70 | 69 | 78 | 76 | 78 | 73 | * | * | - | * | 64 | 80 | 79 | 71 | 77 | 77 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 61% | - | - | - | - | - | - | 36% | - | 36% | - | 34% | 68% | 36% | * |
| | 2019 | 78% | 76% | 69% | 86% | - | 86% | - | - | - | 47% | - | 47% | - | 32% | | 45% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | - | - | - | - | - | - | 12% | - | 12% | - | 10% | 37% | 11% | * |
| | 2019 | 50% | 45% | 31% | 43% | - | 43% | - | - | - | 11% | - | 11% | - | 8% | | 11% | |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | 13% | 2% | * |
| | 2019 | 24% | 18% | 11% | 0% | - | 0% | - | - | - | 2% | - | 2% | - | 0% | | 2% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 70% | - | - | - | - | - | - | 43% | - | 43% | - | 40% | 79% | 42% | * |
| | 2019 | 75% | 72% | 78% | * | - | * | - | - | - | 61% | - | 61% | - | 32% | | 57% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 42% | - | - | - | - | - | - | 19% | - | 19% | - | 25% | 48% | 20% | * |
| | 2019 | 48% | 42% | 40% | * | - | * | - | - | - | 14% | - | 14% | - | 11% | | 14% | |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | - | - | - | - | - | - | 2% | - | 2% | - | 0% | 20% | 2% | * |
| | 2019 | 21% | 15% | 16% | * | - | * | - | - | - | 5% | - | 5% | - | 0% | | 4% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | - | - | - | - | - | - | 39% | - | 39% | - | 45% | 64% | 40% | * |
| | 2019 | 82% | 82% | 74% | * | - | * | - | - | - | 57% | - | 57% | - | 47% | | 57% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | - | - | - | - | - | - | 11% | - | 11% | - | 5% | 39% | 10% | * |
| | 2019 | 52% | 47% | 33% | * | - | * | - | - | - | 17% | - | 17% | - | 11% | | 16% | |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | 14% | 3% | * |
| | 2019 | 26% | 21% | 11% | * | - | * | - | - | - | 3% | - | 3% | - | 0% | | 2% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 57% | - | - | - | - | - | - | 33% | - | 33% | - | 23% | 65% | 31% | - |
| | 2019 | 68% | 66% | 68% | * | - | * | - | - | - | 51% | - | 51% | - | 18% | | 45% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | - | - | - | - | - | - | 4% | - | 4% | - | 8% | 24% | 5% | - |
| | 2019 | 38% | 32% | 29% | * | - | * | - | - | - | 13% | - | 13% | - | 0% | | 12% | |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | 4% | 3% | - |
| | 2019 | 14% | 10% | 9% | * | - | * | - | - | - | 3% | - | 3% | - | 0% | | 2% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 63% | - | - | - | - | - | - | 33% | - | 33% | - | 43% | 70% | 34% | * |
| | 2019 | 81% | 80% | 63% | * | - | * | - | - | - | 35% | - | 35% | - | 25% | | 35% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 34% | - | - | - | - | - | - | 11% | - | 11% | - | 0% | 40% | 10% | * |
| | 2019 | 54% | 50% | 27% | * | - | * | - | - | - | 4% | - | 4% | - | 0% | | 4% | |
| At Masters Grade Level | 2021 | 20% | 12% | 13% | - | - | - | - | - | - | 6% | - | 6% | - | 0% | 15% | 5% | * |
| | 2019 | 25% | 19% | 7% | * | - | * | - | - | - | 0% | - | 0% | - | 0% | | 0% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 51% | - | - | - | - | - | - | 22% | - | 22% | - | 0% | 59% | 19% | * |
| | 2019 | 81% | 80% | 50% | * | - | * | - | - | - | 16% | - | 16% | - | 25% | | 17% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 19% | - | - | - | - | - | - | 7% | - | 7% | - | 0% | 22% | 6% | * |
| | 2019 | 55% | 54% | 17% | * | - | * | - | - | - | 3% | - | 3% | - | 13% | | 4% | |
| At Masters Grade Level | 2021 | 29% | 21% | 6% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 7% | 0% | * |
| | 2019 | 33% | 30% | 7% | * | - | * | - | - | - | 0% | - | 0% | - | 0% | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 98% | 98% | 93% | - | * | - | 100% | 96% | 100% | 98% | 95% | 97% | 98% |
| Included in Accountability | 83% | 88% | 93% | 95% | 94% | 78% | - | * | - | 78% | 92% | 100% | 95% | 78% | 93% | 91% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 4% | 3% | 15% | - | * | - | 22% | 3% | 0% | 2% | 14% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 0% | 4% | 1% | 3% |
| Not Tested | 12% | 6% | 3% | 2% | 2% | 7% | - | * | - | 0% | 4% | 0% | 2% | 5% | 3% | 2% |
| Absent | 2% | 2% | 1% | 0% | 1% | 3% | - | * | - | 0% | 2% | 0% | 1% | 1% | 1% | 1% |
| Other | 10% | 4% | 2% | 2% | 2% | 4% | - | * | - | 0% | 2% | 0% | 1% | 4% | 2% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 100% | 97% | 100% | 100% | - | * | 100% | 100% | 99% | 100% | 99% | 99% |
| Included in Accountability | 94% | 94% | 94% | 85% | 94% | 91% | 100% | 100% | - | * | 95% | 36% | 97% | 81% | 95% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 15% | 5% | 6% | 0% | 0% | - | * | 5% | 64% | 2% | 15% | 4% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | 0% | 0% | - | * | 0% | 0% | 0% | 5% | 1% | 2% |
| Not Tested | 1% | 1% | 1% | 0% | 0% | 3% | 0% | 0% | - | * | 0% | 0% | 1% | 0% | 1% | 1% |
| Absent | 1% | 1% | 1% | 0% | 0% | 3% | 0% | 0% | - | * | 0% | 0% | 1% | 0% | 1% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.3% | 96.9% | 98.5% | 96.5% | * | - | - | * | 97.8% | 98.4% | 98.4% |
| 2018-19 | 95.4% | 94.4% | 94.5% | 91.8% | 94.8% | 91.7% | * | * | - | * | 94.5% | 94.4% | 94.2% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.6% | 23.5% | 7.0% | 17.8% | * | - | - | * | 14.8% | 7.7% | 8.4% |
| 2018-19 | 11.4% | 15.3% | 16.8% | 35.7% | 15.6% | 22.0% | * | * | - | * | 18.6% | 17.2% | 17.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.8% | 2.9% | 0.2% | 8.7% | * | - | - | * | 1.2% | 0.9% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.1% | 0.0% | 0.0% | 2.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 666 | 100.0% | 50,547 | 5,359,040 | 666 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 339 | 50.9% | 7.8% | 7.9% | 339 | 50.9% | 7.8% | 7.8% |
| Grade 8 | 327 | 49.1% | 8.1% | 7.9% | 327 | 49.1% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 32 | 4.8% | 7.7% | 12.7% | 32 | 4.8% | 7.7% | 12.7% |
| Hispanic | 603 | 90.5% | 83.2% | 52.9% | 603 | 90.5% | 83.2% | 52.9% |
| White | 30 | 4.5% | 5.3% | 26.5% | 30 | 4.5% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 323 | 48.5% | 48.5% | 48.9% | 323 | 48.5% | 48.5% | 48.9% |
| Male | 343 | 51.5% | 51.5% | 51.1% | 343 | 51.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 612 | 91.9% | 83.8% | 60.3% | 612 | 91.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 54 | 8.1% | 16.2% | 39.7% | 54 | 8.1% | 16.3% | 39.8% |
| Section 504 Students | 53 | 8.0% | 5.8% | 7.2% | 53 | 8.0% | 5.7% | 7.2% |
| EB Students/EL | 151 | 22.7% | 30.0% | 20.7% | 151 | 22.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 28 | 3.9% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 36 | 5.4% | 4.6% | 4.5% | 36 | 5.4% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 2 | 0.3% | 0.8% | 1.1% | 2 | 0.3% | 0.8% | 1.1% |
| Immigrant | 2 | 0.3% | 2.8% | 2.0% | 2 | 0.3% | 2.8% | 2.0% |
| Migrant | 3 | 0.5% | 0.2% | 0.3% | 3 | 0.5% | 0.2% | 0.3% |
| Title I | 666 | 100.0% | 68.6% | 64.5% | 666 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.6% | 0.4% | 2.7% | 4 | 0.6% | 0.4% | 2.7% |
| At-Risk | 373 | 56.0% | 58.7% | 49.2% | 373 | 56.0% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 131 | 19.7% | 28.1% | 21.0% | 131 | 19.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 50 | 7.5% | 5.6% | 8.3% | 50 | 7.5% | 5.6% | 8.3% |
| Special Education | 80 | 12.0% | 11.9% | 11.1% | 80 | 12.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 80 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 41 | 51.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 19 | 23.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 110 | 15.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 12 | 1.7% | 2.2% | 2.8% | | | | |
| Hispanic | 79 | 11.0% | 10.6% | 7.1% | | | | |
| White | 18 | 2.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 12 | 14.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 16 | 12.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 99 | 15.3% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 47 | 13.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.0% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.4% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 18.7 | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | 20.4 | 16.4 | 16.9 |
| Science | 19.7 | 17.0 | 17.9 |
| Social Studies | 19.7 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 74.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 61.1 | 82.6% | 58.7% | 64.3% |
| Teachers | 50.2 | 67.8% | 45.1% | 49.6% |
| Professional Support | 8.0 | 10.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 4.1% | 2.3% | 3.0% |
| Educational Aides: | 12.9 | 17.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 29.5 | 39.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.1 | 4.1% | 9.9% | 11.1% |
| Hispanic | 14.0 | 27.9% | 38.0% | 28.4% |
| White | 33.1 | 66.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 19.0 | 37.9% | 24.8% | 23.8% |
| Females | 31.2 | 62.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 38.6 | 77.0% | 75.9% | 73.0% |
| Masters | 9.5 | 19.0% | 22.3% | 25.0% |
| Doctorate | 2.0 | 4.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.0 | 9.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 14.1 | 28.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 11.1 | 22.1% | 24.4% | 20.3% |
| 11-20 Years Experience | 20.0 | 39.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 0.0 | 0.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 13.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.0 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 5.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,211 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,703 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,690 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,744 | \$61,264 | \$59,900 |
| 21-30 Years Experience | - | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,207 | \$60,082 | \$57,641 |
| Professional Support | \$69,341 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$97,798 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.4 | 0.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.1 | 0.3% | 3.7% | 5.1% |
| Compensatory Education | 0.2 | 0.5% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.0 | 2.0% | 1.4% | 1.8% |
| Regular Education | 41.4 | 82.4% | 63.3% | 71.0% |
| Special Education | 7.0 | 14.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SAN JACINTO INT (101917045) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH HOUSTON INT

Campus Number: 101917046

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 60% | 63% | 60% | * | * | * | - | * | 31% | * | 65% | 44% | 59% | 45% |
| | 2019 | 76% | 74% | 75% | 73% | 74% | * | - | * | - | * | 44% | 70% | 77% | 68% | 74% | 76% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 30% | 31% | * | * | * | - | * | 26% | * | 34% | 21% | 29% | 18% |
| | 2019 | 49% | 43% | 40% | 27% | 40% | * | - | * | - | * | 37% | 20% | 40% | 39% | 39% | 38% |
| At Masters Grade Level | 2021 | 25% | 17% | 12% | 15% | 12% | * | * | * | - | * | 18% | * | 15% | 5% | 11% | 3% |
| | 2019 | 29% | 23% | 18% | 12% | 18% | * | - | * | - | * | 15% | 20% | 19% | 15% | 18% | 18% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 39% | 48% | 38% | * | * | * | - | - | 30% | * | 41% | 35% | 39% | 39% |
| | 2019 | 75% | 76% | 70% | 62% | 70% | * | - | * | - | * | 52% | 80% | 71% | 68% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 8% | 9% | 8% | * | * | * | - | - | 22% | * | 8% | 9% | 8% | 7% |
| | 2019 | 43% | 38% | 30% | 19% | 31% | * | - | * | - | * | 37% | 20% | 28% | 33% | 30% | 29% |
| At Masters Grade Level | 2021 | 12% | 5% | 4% | 4% | 4% | * | * | * | - | - | 22% | * | 5% | 3% | 4% | 4% |
| | 2019 | 17% | 9% | 8% | 12% | 7% | * | - | * | - | * | 26% | 10% | 5% | 15% | 8% | 5% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 47% | 59% | 47% | * | * | * | - | * | 26% | * | 51% | 37% | 46% | 32% |
| | 2019 | 70% | 67% | 69% | 62% | 69% | * | - | * | - | * | 41% | 60% | 72% | 61% | 68% | 68% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 16% | 22% | 15% | * | * | * | - | * | 21% | * | 17% | 12% | 15% | 10% |
| | 2019 | 42% | 34% | 35% | 31% | 34% | * | - | * | - | * | 30% | 10% | 34% | 35% | 34% | 34% |
| At Masters Grade Level | 2021 | 10% | 4% | 3% | 4% | 3% | * | * | * | - | * | 18% | * | 4% | 1% | 3% | 2% |
| | 2019 | 18% | 12% | 9% | 12% | 9% | * | - | * | - | * | 15% | 0% | 9% | 11% | 9% | 7% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 71% | 69% | 71% | 67% | - | * | - | * | 55% | * | 74% | 61% | 71% | 52% |
| | 2019 | 86% | 84% | 88% | 83% | 88% | 100% | - | * | * | * | 62% | 86% | 91% | 80% | 89% | 89% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 38% | 34% | 38% | 33% | - | * | - | * | 29% | * | 41% | 29% | 38% | 18% |
| | 2019 | 55% | 47% | 48% | 33% | 50% | 33% | - | * | * | * | 31% | 0% | 55% | 28% | 48% | 47% |
| At Masters Grade Level | 2021 | 21% | 14% | 14% | 17% | 13% | 17% | - | * | - | * | 16% | * | 14% | 11% | 13% | 6% |
| | 2019 | 28% | 21% | 22% | 17% | 22% | 33% | - | * | * | * | 19% | 0% | 24% | 16% | 22% | 19% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 60% | 60% | 60% | 67% | - | * | - | * | 35% | * | 64% | 46% | 59% | 47% |
| | 2019 | 88% | 90% | 95% | 90% | 95% | 100% | - | * | * | * | 79% | 86% | 96% | 94% | 95% | 96% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 23% | 10% | 24% | 22% | - | * | - | * | 19% | * | 26% | 13% | 22% | 12% |
| | 2019 | 57% | 58% | 71% | 60% | 71% | 100% | - | * | * | * | 52% | 43% | 73% | 65% | 71% | 72% |
| At Masters Grade Level | 2021 | 11% | 8% | 5% | 7% | 4% | 11% | - | * | - | * | 16% | * | 5% | 3% | 5% | 2% |
| | 2019 | 17% | 16% | 19% | 7% | 19% | 57% | - | * | * | * | 31% | 0% | 20% | 16% | 19% | 21% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 62% | 52% | 63% | 67% | - | * | - | * | 58% | * | 65% | 52% | 61% | 50% |
| | 2019 | 81% | 78% | 82% | 80% | 83% | 100% | - | * | * | * | 53% | 86% | 85% | 73% | 82% | 81% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 29% | 17% | 30% | 50% | - | * | - | * | 35% | * | 33% | 18% | 28% | 16% |
| | 2019 | 51% | 44% | 46% | 30% | 47% | 67% | - | * | * | * | 48% | 29% | 51% | 32% | 46% | 48% |
| At Masters Grade Level | 2021 | 24% | 12% | 11% | 10% | 11% | 33% | - | * | - | * | 16% | * | 12% | 7% | 11% | 2% |
| | 2019 | 25% | 17% | 24% | 13% | 25% | 33% | - | * | * | * | 33% | 14% | 28% | 12% | 23% | 24% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 67% | 54% | 69% | 43% | - | * | - | * | 53% | * | 69% | 60% | 67% | 49% |
| | 2019 | 69% | 68% | 84% | 77% | 85% | 83% | - | * | * | * | 68% | 86% | 88% | 71% | 83% | 85% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 30% | 29% | 30% | 29% | - | * | - | * | 28% | * | 30% | 29% | 30% | 16% |
| | 2019 | 37% | 34% | 47% | 33% | 48% | 67% | - | * | * | * | 40% | 29% | 53% | 31% | 47% | 48% |
| At Masters Grade Level | 2021 | 14% | 6% | 10% | 4% | 11% | 14% | - | * | - | * | 19% | * | 10% | 12% | 10% | 6% |
| | 2019 | 21% | 17% | 27% | 13% | 27% | 67% | - | * | * | * | 33% | 14% | 31% | 15% | 27% | 26% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | - | 100% | - | - | - | - | - | * | - | 100% | * | 100% | * |
| | 2019 | 85% | 90% | 100% | - | 100% | - | - | * | - | - | - | - | 100% | * | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 71% | - | 71% | - | - | - | - | - | * | - | 75% | * | 72% | * |
| | 2019 | 61% | 73% | 95% | - | 95% | - | - | * | - | - | - | - | 95% | * | 95% | 93% |
| At Masters Grade Level | 2021 | 23% | 29% | 46% | - | 46% | - | - | - | - | - | * | - | 54% | * | 44% | * |
| | 2019 | 37% | 46% | 79% | - | 79% | - | - | * | - | - | - | - | 81% | * | 79% | 73% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 59% | 58% | 59% | 51% | * | 87% | - | 50% | 40% | 29% | 62% | 48% | 58% | 45% |
| | 2019 | 78% | 76% | 81% | 76% | 81% | 97% | - | 100% | * | 71% | 59% | 78% | 83% | 74% | 81% | 81% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 26% | 22% | 26% | 29% | * | 67% | - | 17% | 26% | 0% | 28% | 19% | 25% | 14% |
| | 2019 | 50% | 45% | 46% | 34% | 47% | 69% | - | 71% | * | 29% | 40% | 21% | 49% | 38% | 46% | 46% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 9% | 9% | 17% | * | 20% | - | 0% | 18% | 0% | 10% | 6% | 9% | 4% |
| | 2019 | 24% | 18% | 19% | 12% | 19% | 42% | - | 59% | * | 14% | 25% | 9% | 21% | 14% | 19% | 19% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 65% | 66% | 66% | 56% | * | 80% | - | * | 41% | * | 70% | 52% | 65% | 48% |
| | 2019 | 75% | 72% | 82% | 79% | 81% | 100% | - | 100% | * | * | 55% | 76% | 84% | 74% | 81% | 83% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | 32% | 34% | 33% | * | 60% | - | * | 27% | * | 38% | 25% | 33% | 18% |
| | 2019 | 48% | 42% | 44% | 30% | 45% | 50% | - | 60% | * | * | 33% | 12% | 48% | 34% | 44% | 42% |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 16% | 12% | 22% | * | 40% | - | * | 17% | * | 15% | 8% | 12% | 5% |
| | 2019 | 21% | 15% | 20% | 14% | 20% | 40% | - | 60% | * | * | 17% | 12% | 22% | 16% | 20% | 19% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | 55% | 52% | 60% | * | * | - | * | 33% | * | 56% | 42% | 52% | 44% |
| | 2019 | 82% | 82% | 84% | 77% | 84% | 100% | - | 100% | * | * | 68% | 82% | 85% | 81% | 84% | 85% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 9% | 19% | 20% | * | * | - | * | 22% | * | 21% | 12% | 18% | 10% |
| | 2019 | 52% | 47% | 54% | 41% | 55% | 80% | - | 80% | * | * | 46% | 29% | 55% | 50% | 54% | 55% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 6% | 6% | 10% | * | * | - | * | 20% | * | 7% | 3% | 6% | 4% |
| | 2019 | 26% | 21% | 18% | 9% | 18% | 50% | - | 60% | * | * | 29% | 6% | 19% | 16% | 18% | 18% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 47% | 59% | 47% | * | * | * | - | * | 26% | * | 51% | 37% | 46% | 32% |
| | 2019 | 68% | 66% | 69% | 62% | 69% | * | - | * | - | * | 41% | 60% | 72% | 61% | 68% | 68% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 16% | 22% | 15% | * | * | * | - | * | 21% | * | 17% | 12% | 15% | 10% |
| | 2019 | 38% | 32% | 35% | 31% | 34% | * | - | * | - | * | 30% | 10% | 34% | 35% | 34% | 34% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 4% | 3% | * | * | * | - | * | 18% | * | 4% | 1% | 3% | 2% |
| | 2019 | 14% | 10% | 9% | 12% | 9% | * | - | * | - | * | 15% | 0% | 9% | 11% | 9% | 7% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 62% | 52% | 63% | 67% | - | * | - | * | 58% | * | 65% | 52% | 61% | 50% |
| | 2019 | 81% | 80% | 82% | 80% | 83% | 100% | - | * | * | * | 53% | 86% | 85% | 73% | 82% | 81% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 29% | 17% | 30% | 50% | - | * | - | * | 35% | * | 33% | 18% | 28% | 16% |
| | 2019 | 54% | 50% | 46% | 30% | 47% | 67% | - | * | * | * | 48% | 29% | 51% | 32% | 46% | 48% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 11% | 10% | 11% | 33% | - | * | - | * | 16% | * | 12% | 7% | 11% | 2% |
| | 2019 | 25% | 19% | 24% | 13% | 25% | 33% | - | * | * | * | 33% | 14% | 28% | 12% | 23% | 24% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 67% | 54% | 69% | 43% | - | * | - | * | 53% | * | 69% | 60% | 67% | 49% |
| | 2019 | 81% | 80% | 84% | 77% | 85% | 83% | - | * | * | * | 68% | 86% | 88% | 71% | 83% | 85% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 30% | 29% | 30% | 29% | - | * | - | * | 28% | * | 30% | 29% | 30% | 16% |
| | 2019 | 55% | 54% | 47% | 33% | 48% | 67% | - | * | * | * | 40% | 29% | 53% | 31% | 47% | 48% |
| At Masters Grade Level | 2021 | 29% | 21% | 10% | 4% | 11% | 14% | - | * | - | * | 19% | * | 10% | 12% | 10% | 6% |
| | 2019 | 33% | 30% | 27% | 13% | 27% | 67% | - | * | * | * | 33% | 14% | 31% | 15% | 27% | 26% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economic Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-----------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 79 | 77 | 78 | * | - | * | - | * | 85 | 78 | 81 | 72 | 78 | 79 |
| | 2018 | 76 | 77 | 81 | 83 | 80 | 92 | - | * | - | * | 85 | 83 | 82 | 78 | 81 | 81 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 64 | 58 | 64 | * | - | * | - | * | 63 | 72 | 63 | 68 | 64 | 63 |
| | 2018 | 67 | 65 | 72 | 74 | 72 | 67 | - | - | - | * | 76 | 86 | 73 | 67 | 73 | 74 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 75 | 75 | 75 | 67 | - | * | * | * | 76 | 58 | 73 | 81 | 75 | 73 |
| | 2018 | 79 | 78 | 74 | 78 | 73 | 64 | - | * | - | * | 67 | * | 73 | 77 | 73 | 72 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 93 | 88 | 94 | 100 | - | * | * | * | 90 | 75 | 94 | 91 | 93 | 96 |
| | 2018 | 81 | 86 | 92 | 98 | 93 | 67 | - | * | - | * | 84 | * | 93 | 92 | 93 | 93 |
| End of Course Algebra I | 2019 | 75 | 88 | 93 | - | 93 | - | - | * | - | - | - | - | 93 | * | 92 | 93 |
| | 2018 | 72 | 68 | 94 | * | 96 | - | - | * | - | - | - | * | 98 | 75 | 93 | 97 |
| All Grades Both Subjects | 2019 | 69 | 69 | 78 | 75 | 78 | 85 | - | 95 | * | * | 79 | 72 | 79 | 78 | 78 | 79 |
| | 2018 | 69 | 68 | 80 | 82 | 80 | 70 | - | 100 | - | 71 | 76 | 88 | 81 | 78 | 80 | 81 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 77 | 76 | 77 | 80 | - | 100 | * | * | 79 | 70 | 77 | 76 | 77 | 76 |
| | 2018 | 69 | 68 | 77 | 80 | 76 | 74 | - | * | - | * | 73 | 86 | 77 | 77 | 76 | 76 |
| All Grades Mathematics | 2019 | 70 | 70 | 80 | 75 | 80 | 90 | - | 90 | * | * | 80 | 73 | 80 | 80 | 80 | 81 |
| | 2018 | 70 | 69 | 84 | 85 | 84 | 67 | - | * | - | * | 80 | 89 | 86 | 79 | 84 | 86 |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 59% | - | - | - | - | - | - | 44% | - | 44% | - | 51% | 66% | 45% | 100% |
| | 2019 | 78% | 76% | 81% | * | - | * | - | - | - | 68% | - | 68% | - | 37% | | 66% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 26% | - | - | - | - | - | - | 13% | - | 13% | - | 20% | 32% | 13% | 100% |
| | 2019 | 50% | 45% | 46% | * | - | * | - | - | - | 22% | - | 22% | - | 16% | | 22% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | - | - | - | - | - | - | 3% | - | 3% | - | 3% | 12% | 3% | 100% |
| | 2019 | 24% | 18% | 19% | * | - | * | - | - | - | 5% | - | 5% | - | 3% | | 5% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 65% | - | - | - | - | - | - | 46% | - | 46% | - | 74% | 74% | 48% | * |
| | 2019 | 75% | 72% | 82% | * | - | * | - | - | - | 70% | - | 70% | - | 20% | | 67% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | - | - | - | - | - | - | 17% | - | 17% | - | 21% | 43% | 17% | * |
| | 2019 | 48% | 42% | 44% | * | - | * | - | - | - | 15% | - | 15% | - | 0% | | 15% | |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | 17% | 4% | * |
| | 2019 | 21% | 15% | 20% | * | - | * | - | - | - | 3% | - | 3% | - | 0% | | 2% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | - | - | - | - | - | - | 45% | - | 45% | - | 26% | 57% | 43% | * |
| | 2019 | 82% | 82% | 84% | * | - | * | - | - | - | 76% | - | 76% | - | 50% | | 74% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | - | - | - | - | - | - | 10% | - | 10% | - | 11% | 23% | 10% | * |
| | 2019 | 52% | 47% | 54% | * | - | * | - | - | - | 35% | - | 35% | - | 30% | | 35% | |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | - | - | - | - | - | - | 3% | - | 3% | - | 5% | 8% | 3% | * |
| | 2019 | 26% | 21% | 18% | * | - | * | - | - | - | 8% | - | 8% | - | 0% | | 8% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 47% | - | - | - | - | - | - | 29% | - | 29% | - | 71% | 55% | 31% | * |
| | 2019 | 68% | 66% | 69% | - | - | - | - | - | - | 51% | - | 51% | - | * | | 51% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 16% | - | - | - | - | - | - | 8% | - | 8% | - | 14% | 19% | 8% | * |
| | 2019 | 38% | 32% | 35% | - | - | - | - | - | - | 14% | - | 14% | - | * | | 13% | |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 4% | 0% | * |
| | 2019 | 14% | 10% | 9% | - | - | - | - | - | - | 1% | - | 1% | - | * | | 1% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 62% | - | - | - | - | - | - | 51% | - | 51% | - | 42% | 68% | 50% | - |
| | 2019 | 81% | 80% | 82% | * | - | * | - | - | - | 63% | - | 63% | - | 25% | | 59% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 29% | - | - | - | - | - | - | 14% | - | 14% | - | 33% | 36% | 16% | - |
| | 2019 | 54% | 50% | 46% | * | - | * | - | - | - | 22% | - | 22% | - | 13% | | 22% | |
| At Masters Grade Level | 2021 | 20% | 12% | 11% | - | - | - | - | - | - | 2% | - | 2% | - | 0% | 16% | 2% | - |
| | 2019 | 25% | 19% | 24% | * | - | * | - | - | - | 6% | - | 6% | - | 0% | | 5% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 67% | - | - | - | - | - | - | 49% | - | 49% | - | 50% | 76% | 49% | - |
| | 2019 | 81% | 80% | 84% | * | - | * | - | - | - | 72% | - | 72% | - | 50% | | 70% | - |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 30% | - | - | - | - | - | - | 15% | - | 15% | - | 25% | 36% | 16% | - |
| | 2019 | 55% | 54% | 47% | * | - | * | - | - | - | 20% | - | 20% | - | 25% | | 22% | - |
| At Masters Grade Level | 2021 | 29% | 21% | 10% | - | - | - | - | - | - | 5% | - | 5% | - | 8% | 13% | 6% | - |
| | 2019 | 33% | 30% | 27% | * | - | * | - | - | - | 11% | - | 11% | - | 13% | | 11% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 90% | 97% | 95% | * | 100% | - | 86% | 92% | 88% | 97% | 95% | 96% | 98% |
| Included in Accountability | 83% | 88% | 91% | 80% | 92% | 88% | * | 100% | - | 86% | 88% | 88% | 95% | 81% | 92% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 10% | 4% | 8% | * | 0% | - | 0% | 4% | 0% | 2% | 13% | 4% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 12% | 6% | 4% | 10% | 3% | 5% | * | 0% | - | 14% | 8% | 13% | 3% | 5% | 4% | 2% |
| Absent | 2% | 2% | 3% | 4% | 2% | 5% | * | 0% | - | 0% | 8% | 0% | 2% | 3% | 3% | 1% |
| Other | 10% | 4% | 1% | 6% | 1% | 0% | * | 0% | - | 14% | 0% | 13% | 1% | 2% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 100% | - | 100% | * | 100% | 97% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 94% | 94% | 93% | 88% | 94% | 100% | - | 100% | * | 100% | 94% | 91% | 98% | 82% | 94% | 93% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 11% | 4% | 0% | - | 0% | * | 0% | 3% | 9% | 1% | 13% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 4% | 1% | 2% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 0% | - | 0% | * | 0% | 3% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 1% | 1% | 0% | - | 0% | * | 0% | 3% | 0% | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.3% | 96.4% | 98.5% | 98.5% | * | * | - | * | 97.8% | 98.3% | 98.6% |
| 2018-19 | 95.4% | 94.4% | 94.3% | 91.0% | 94.6% | 94.7% | - | 97.4% | - | * | 91.9% | 94.3% | 94.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.4% | 12.2% | 8.0% | 4.8% | * | 0.0% | - | * | 10.9% | 8.1% | 6.7% |
| 2018-19 | 11.4% | 15.3% | 15.8% | 29.5% | 14.5% | 8.3% | - | 0.0% | - | * | 22.5% | 16.0% | 15.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.9% | 4.5% | 0.5% | 0.0% | * | 0.0% | - | * | 4.7% | 0.8% | 0.5% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | - | 0.0% | - | * | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 734 | 100.0% | 50,547 | 5,359,040 | 734 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 367 | 50.0% | 7.8% | 7.9% | 367 | 50.0% | 7.8% | 7.8% |
| Grade 8 | 367 | 50.0% | 8.1% | 7.9% | 367 | 50.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 71 | 9.7% | 7.7% | 12.7% | 71 | 9.7% | 7.7% | 12.7% |
| Hispanic | 631 | 86.0% | 83.2% | 52.9% | 631 | 86.0% | 83.2% | 52.9% |
| White | 22 | 3.0% | 5.3% | 26.5% | 22 | 3.0% | 5.3% | 26.5% |
| American Indian | 5 | 0.7% | 0.1% | 0.3% | 5 | 0.7% | 0.1% | 0.3% |
| Asian | 5 | 0.7% | 3.0% | 4.7% | 5 | 0.7% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 337 | 45.9% | 48.5% | 48.9% | 337 | 45.9% | 48.5% | 48.9% |
| Male | 397 | 54.1% | 51.5% | 51.1% | 397 | 54.1% | 51.5% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 680 | 92.6% | 83.8% | 60.3% | 680 | 92.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 54 | 7.4% | 16.2% | 39.7% | 54 | 7.4% | 16.3% | 39.8% |
| Section 504 Students | 56 | 7.6% | 5.8% | 7.2% | 56 | 7.6% | 5.7% | 7.2% |
| EB Students/EL | 236 | 32.2% | 30.0% | 20.7% | 236 | 32.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 25 | 3.2% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 43 | 5.9% | 4.6% | 4.5% | 43 | 5.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 3 | 0.4% | 0.8% | 1.1% | 3 | 0.4% | 0.8% | 1.1% |
| Immigrant | 22 | 3.0% | 2.8% | 2.0% | 22 | 3.0% | 2.8% | 2.0% |
| Migrant | 3 | 0.4% | 0.2% | 0.3% | 3 | 0.4% | 0.2% | 0.3% |
| Title I | 734 | 100.0% | 68.6% | 64.5% | 734 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 437 | 59.5% | 58.7% | 49.2% | 437 | 59.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 217 | 29.6% | 28.1% | 21.0% | 217 | 29.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 29 | 4.0% | 5.6% | 8.3% | 29 | 4.0% | 5.6% | 8.3% |
| Special Education | 84 | 11.4% | 11.9% | 11.1% | 84 | 11.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 84 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 46 | 54.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 5 | 6.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 18 | 21.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 15 | 17.9% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 134 | 17.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 35 | 4.5% | 2.2% | 2.8% | | | | |
| Hispanic | 92 | 11.8% | 10.6% | 7.1% | | | | |
| White | 4 | 0.5% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.1% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 9.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 33 | 14.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 116 | 16.1% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 47 | 12.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.3% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 16.5 | 14.9 | 15.7 |
| Foreign Languages | 21.2 | 19.5 | 17.8 |
| Mathematics | 15.6 | 16.4 | 16.9 |
| Science | 17.7 | 17.0 | 17.9 |
| Social Studies | 20.4 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 80.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 66.6 | 82.8% | 58.7% | 64.3% |
| Teachers | 55.7 | 69.2% | 45.1% | 49.6% |
| Professional Support | 8.8 | 10.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.1 | 2.6% | 2.3% | 3.0% |
| Educational Aides: | 13.8 | 17.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 49.2 | 61.3% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 14.0 | 25.2% | 9.9% | 11.1% |
| Hispanic | 12.1 | 21.7% | 38.0% | 28.4% |
| White | 24.6 | 44.2% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 5.0 | 9.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 19.9 | 35.7% | 24.8% | 23.8% |
| Females | 35.8 | 64.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 44.7 | 80.3% | 75.9% | 73.0% |
| Masters | 10.0 | 17.9% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.8% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 3.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 16.0 | 28.7% | 30.1% | 27.8% |
| 6-10 Years Experience | 17.9 | 32.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 12.7 | 22.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 10.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 1.8% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 2.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 2.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 3.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 3.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.0 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$57,484 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,595 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,495 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,179 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$62,749 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,077 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,940 | \$60,082 | \$57,641 |
| Professional Support | \$66,476 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,496 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.0 | 1.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 3.2 | 5.7% | 1.4% | 1.8% |
| Regular Education | 39.3 | 70.6% | 63.3% | 71.0% |
| Special Education | 11.9 | 21.4% | 14.6% | 9.4% |
| Other | 0.3 | 0.5% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON INT (101917046) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTHMORE INT

Campus Number: 101917047

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 59% | 33% | 60% | 67% | * | - | - | * | 24% | 29% | 61% | 49% | 58% | 40% |
| | 2019 | 76% | 74% | 69% | 56% | 71% | 45% | - | - | - | * | 15% | * | 71% | 63% | 70% | 68% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 30% | 22% | 30% | 33% | * | - | - | * | 5% | 29% | 30% | 27% | 28% | 9% |
| | 2019 | 49% | 43% | 39% | 0% | 40% | 36% | - | - | - | * | 3% | * | 41% | 28% | 38% | 36% |
| At Masters Grade Level | 2021 | 25% | 17% | 13% | 11% | 13% | 33% | * | - | - | * | 0% | 14% | 14% | 10% | 13% | 5% |
| | 2019 | 29% | 23% | 22% | 0% | 22% | 27% | - | - | - | * | 3% | * | 22% | 19% | 21% | 20% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 29% | 33% | 29% | 40% | * | - | - | * | 14% | 33% | 26% | 45% | 27% | 25% |
| | 2019 | 75% | 76% | 72% | 67% | 74% | 38% | - | - | - | * | 34% | * | 74% | 63% | 71% | 74% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 6% | 0% | 6% | 0% | * | - | - | * | 5% | 17% | 6% | 8% | 6% | 6% |
| | 2019 | 43% | 38% | 24% | 44% | 24% | 0% | - | - | - | * | 6% | * | 23% | 29% | 24% | 23% |
| At Masters Grade Level | 2021 | 12% | 5% | 0% | 0% | 0% | 0% | * | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| | 2019 | 17% | 9% | 3% | 0% | 3% | 0% | - | - | - | * | 0% | * | 2% | 4% | 3% | 3% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 46% | 22% | 47% | 33% | * | - | - | * | 14% | 43% | 47% | 37% | 44% | 22% |
| | 2019 | 70% | 67% | 61% | 56% | 62% | 45% | - | - | - | * | 15% | * | 61% | 62% | 61% | 57% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 14% | 0% | 15% | 0% | * | - | - | * | 0% | 14% | 15% | 7% | 12% | 3% |
| | 2019 | 42% | 34% | 28% | 22% | 28% | 27% | - | - | - | * | 3% | * | 29% | 24% | 28% | 26% |
| At Masters Grade Level | 2021 | 10% | 4% | 1% | 0% | 1% | 0% | * | - | - | * | 0% | 14% | 1% | 0% | 1% | 0% |
| | 2019 | 18% | 12% | 8% | 0% | 8% | 18% | - | - | - | * | 0% | * | 8% | 9% | 9% | 8% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 65% | 20% | 65% | 75% | * | - | - | 67% | 12% | * | 67% | 50% | 65% | 35% |
| | 2019 | 86% | 84% | 78% | 70% | 78% | 90% | * | - | - | * | 37% | * | 79% | 75% | 78% | 74% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 32% | 0% | 33% | 38% | * | - | - | 33% | 0% | * | 35% | 18% | 32% | 7% |
| | 2019 | 55% | 47% | 39% | 20% | 40% | 50% | * | - | - | * | 8% | * | 41% | 31% | 38% | 35% |
| At Masters Grade Level | 2021 | 21% | 14% | 11% | 0% | 10% | 25% | * | - | - | 17% | 0% | * | 11% | 7% | 11% | 1% |
| | 2019 | 28% | 21% | 18% | 10% | 18% | 30% | * | - | - | * | 5% | * | 18% | 16% | 16% | 15% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 61% | 0% | 62% | 67% | * | - | - | 33% | 8% | * | 64% | 43% | 60% | 49% |
| | 2019 | 88% | 90% | 90% | 100% | 90% | 78% | * | - | - | * | 68% | * | 91% | 86% | 90% | 90% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 27% | 0% | 28% | 44% | * | - | - | 0% | 4% | * | 28% | 27% | 27% | 13% |
| | 2019 | 57% | 58% | 58% | 33% | 59% | 67% | * | - | - | * | 16% | * | 59% | 54% | 58% | 57% |
| At Masters Grade Level | 2021 | 11% | 8% | 3% | 0% | 3% | 0% | * | - | - | 0% | 0% | * | 3% | 4% | 2% | 1% |
| | 2019 | 17% | 16% | 17% | 11% | 17% | 33% | * | - | - | * | 0% | * | 18% | 14% | 16% | 14% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 56% | 20% | 56% | 75% | * | - | - | 50% | 12% | * | 58% | 46% | 56% | 32% |
| | 2019 | 81% | 78% | 78% | 60% | 78% | 80% | * | - | - | * | 39% | * | 79% | 70% | 77% | 75% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 23% | 0% | 23% | 38% | * | - | - | 17% | 4% | * | 24% | 17% | 22% | 4% |
| | 2019 | 51% | 44% | 39% | 40% | 38% | 70% | * | - | - | * | 8% | * | 40% | 36% | 38% | 33% |
| At Masters Grade Level | 2021 | 24% | 12% | 7% | 0% | 7% | 38% | * | - | - | 0% | 0% | * | 7% | 6% | 7% | 0% |
| | 2019 | 25% | 17% | 15% | 10% | 14% | 30% | * | - | - | * | 5% | * | 15% | 13% | 15% | 13% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 40% | 0% | 41% | 38% | * | - | - | 50% | 12% | * | 41% | 37% | 39% | 14% |
| | 2019 | 69% | 68% | 62% | 40% | 63% | 70% | * | - | - | * | 34% | * | 63% | 61% | 62% | 58% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 10% | 0% | 10% | 25% | * | - | - | 0% | 4% | * | 10% | 7% | 9% | 1% |
| | 2019 | 37% | 34% | 28% | 0% | 28% | 50% | * | - | - | * | 8% | * | 29% | 22% | 27% | 23% |
| At Masters Grade Level | 2021 | 14% | 6% | 3% | 0% | 3% | 13% | * | - | - | 0% | 4% | * | 3% | 2% | 3% | 0% |
| | 2019 | 21% | 17% | 13% | 0% | 13% | 40% | * | - | - | * | 5% | * | 14% | 11% | 13% | 12% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 97% | - | 97% | - | - | - | - | - | * | * | 97% | * | 97% | 100% |
| | 2019 | 85% | 90% | 100% | * | 100% | * | - | - | - | * | * | - | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 79% | - | 79% | - | - | - | - | - | * | * | 80% | * | 79% | 80% |
| | 2019 | 61% | 73% | 100% | * | 100% | * | - | - | - | * | * | - | 100% | 100% | 100% | 100% |
| At Masters Grade Level | 2021 | 23% | 29% | 55% | - | 55% | - | - | - | - | - | * | * | 56% | * | 55% | 20% |
| | 2019 | 37% | 46% | 84% | * | 82% | * | - | - | - | * | * | - | 84% | 83% | 83% | 87% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 53% | 21% | 54% | 58% | 57% | - | - | 44% | 14% | 41% | 55% | 44% | 52% | 32% |
| | 2019 | 78% | 76% | 74% | 64% | 75% | 66% | * | - | - | 55% | 36% | 81% | 75% | 69% | 74% | 72% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 4% | 23% | 28% | 14% | - | - | 11% | 3% | 31% | 24% | 17% | 22% | 7% |
| | 2019 | 50% | 45% | 39% | 24% | 39% | 47% | * | - | - | 27% | 8% | 38% | 40% | 33% | 38% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 2% | 7% | 16% | 0% | - | - | 4% | 1% | 17% | 7% | 4% | 7% | 1% |
| | 2019 | 24% | 18% | 16% | 6% | 16% | 30% | * | - | - | 27% | 4% | 6% | 16% | 13% | 15% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | 29% | 63% | 71% | * | - | - | 57% | 17% | 33% | 64% | 49% | 62% | 37% |
| | 2019 | 75% | 72% | 74% | 63% | 75% | 67% | * | - | - | * | 26% | 80% | 75% | 69% | 74% | 71% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 14% | 32% | 36% | * | - | - | 29% | 2% | 33% | 33% | 22% | 30% | 8% |
| | 2019 | 48% | 42% | 39% | 11% | 40% | 43% | * | - | - | * | 6% | 40% | 41% | 30% | 38% | 36% |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | 7% | 12% | 29% | * | - | - | 14% | 0% | 11% | 13% | 8% | 12% | 3% |
| | 2019 | 21% | 15% | 20% | 5% | 20% | 29% | * | - | - | * | 4% | 20% | 20% | 17% | 19% | 17% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | 21% | 54% | 57% | * | - | - | 29% | 13% | 44% | 55% | 45% | 53% | 40% |
| | 2019 | 82% | 82% | 84% | 84% | 85% | 67% | * | - | - | * | 54% | 80% | 86% | 77% | 84% | 85% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 25% | 0% | 26% | 29% | * | - | - | 0% | 4% | 33% | 26% | 21% | 25% | 12% |
| | 2019 | 52% | 47% | 49% | 42% | 49% | 48% | * | - | - | * | 14% | 40% | 50% | 46% | 48% | 47% |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 0% | 7% | 0% | * | - | - | 0% | 0% | 22% | 7% | 3% | 7% | 1% |
| | 2019 | 26% | 21% | 18% | 11% | 17% | 33% | * | - | - | * | 3% | 0% | 19% | 14% | 17% | 15% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 46% | 22% | 47% | 33% | * | - | - | * | 14% | 43% | 47% | 37% | 44% | 22% |
| | 2019 | 68% | 66% | 61% | 56% | 62% | 45% | - | - | - | * | 15% | * | 61% | 62% | 61% | 57% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | 0% | 15% | 0% | * | - | - | * | 0% | 14% | 15% | 7% | 12% | 3% |
| | 2019 | 38% | 32% | 28% | 22% | 28% | 27% | - | - | - | * | 3% | * | 29% | 24% | 28% | 26% |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | 0% | 1% | 0% | * | - | - | * | 0% | 14% | 1% | 0% | 1% | 0% |
| | 2019 | 14% | 10% | 8% | 0% | 8% | 18% | - | - | - | * | 0% | * | 8% | 9% | 9% | 8% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 56% | 20% | 56% | 75% | * | - | - | 50% | 12% | * | 58% | 46% | 56% | 32% |
| | 2019 | 81% | 80% | 78% | 60% | 78% | 80% | * | - | - | * | 39% | * | 79% | 70% | 77% | 75% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 23% | 0% | 23% | 38% | * | - | - | 17% | 4% | * | 24% | 17% | 22% | 4% |
| | 2019 | 54% | 50% | 39% | 40% | 38% | 70% | * | - | - | * | 8% | * | 40% | 36% | 38% | 33% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 7% | 0% | 7% | 38% | * | - | - | 0% | 0% | * | 7% | 6% | 7% | 0% |
| | 2019 | 25% | 19% | 15% | 10% | 14% | 30% | * | - | - | * | 5% | * | 15% | 13% | 15% | 13% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 40% | 0% | 41% | 38% | * | - | - | 50% | 12% | * | 41% | 37% | 39% | 14% |
| | 2019 | 81% | 80% | 62% | 40% | 63% | 70% | * | - | - | * | 34% | * | 63% | 61% | 62% | 58% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 10% | 0% | 10% | 25% | * | - | - | 0% | 4% | * | 10% | 7% | 9% | 1% |
| | 2019 | 55% | 54% | 28% | 0% | 28% | 50% | * | - | - | * | 8% | * | 29% | 22% | 27% | 23% |
| At Masters Grade Level | 2021 | 29% | 21% | 3% | 0% | 3% | 13% | * | - | - | 0% | 4% | * | 3% | 2% | 3% | 0% |
| | 2019 | 33% | 30% | 13% | 0% | 13% | 40% | * | - | - | * | 5% | * | 14% | 11% | 13% | 12% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economic Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-----------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 77 | 56 | 78 | 77 | - | - | - | * | 64 | * | 77 | 80 | 77 | 78 |
| | 2018 | 76 | 77 | 75 | 67 | 76 | 71 | - | * | - | * | 74 | * | 74 | 78 | 75 | 78 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 62 | 56 | 64 | 19 | - | - | - | * | 24 | * | 64 | 55 | 62 | 63 |
| | 2018 | 67 | 65 | 71 | 43 | 72 | 69 | - | - | - | * | 49 | * | 72 | 66 | 72 | 71 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 77 | 70 | 78 | 56 | * | - | - | * | 65 | * | 78 | 70 | 77 | 78 |
| | 2018 | 79 | 78 | 77 | * | 77 | 82 | - | - | - | - | 70 | 80 | 78 | 74 | 77 | 79 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 89 | 100 | 90 | 63 | * | - | - | * | 76 | * | 89 | 90 | 89 | 90 |
| | 2018 | 81 | 86 | 92 | * | 91 | 97 | - | * | - | * | 83 | 80 | 93 | 86 | 92 | 93 |
| End of Course Algebra I | 2019 | 75 | 88 | 98 | * | 98 | * | - | - | - | * | * | - | 98 | 100 | 98 | 97 |
| | 2018 | 72 | 68 | 98 | - | 98 | - | - | - | - | - | - | - | 98 | * | 100 | 97 |
| All Grades Both Subjects | 2019 | 69 | 69 | 79 | 71 | 79 | 60 | * | - | - | 83 | 59 | 60 | 79 | 75 | 78 | 79 |
| | 2018 | 69 | 68 | 80 | 67 | 80 | 82 | - | * | - | 67 | 69 | 81 | 81 | 76 | 80 | 81 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 77 | 63 | 78 | 68 | * | - | - | * | 64 | 80 | 78 | 75 | 77 | 78 |
| | 2018 | 69 | 68 | 76 | 73 | 77 | 76 | - | * | - | * | 72 | 75 | 76 | 76 | 76 | 78 |
| All Grades Mathematics | 2019 | 70 | 70 | 80 | 79 | 81 | 53 | * | - | - | * | 54 | 40 | 81 | 76 | 79 | 80 |
| | 2018 | 70 | 69 | 84 | 60 | 84 | 87 | - | * | - | * | 66 | 88 | 85 | 76 | 84 | 83 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 53% | - | - | - | - | - | - | 33% | - | 33% | - | 29% | 64% | 32% | - |
| | 2019 | 78% | 76% | 74% | - | - | - | - | - | - | 51% | - | 51% | - | 44% | | 50% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | - | - | - | - | - | - | 8% | - | 8% | - | 3% | 31% | 7% | - |
| | 2019 | 50% | 45% | 39% | - | - | - | - | - | - | 13% | - | 13% | - | 11% | | 12% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | - | - | - | - | - | - | 2% | - | 2% | - | 0% | 10% | 1% | - |
| | 2019 | 24% | 18% | 16% | - | - | - | - | - | - | 2% | - | 2% | - | 4% | | 2% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | - | - | - | - | - | - | 41% | - | 41% | - | 27% | 75% | 37% | - |
| | 2019 | 75% | 72% | 74% | - | - | - | - | - | - | 45% | - | 45% | - | 33% | | 44% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | - | - | - | - | - | - | 10% | - | 10% | - | 2% | 43% | 8% | - |
| | 2019 | 48% | 42% | 39% | - | - | - | - | - | - | 6% | - | 6% | - | 0% | | 5% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | 17% | 3% | - |
| | 2019 | 21% | 15% | 20% | - | - | - | - | - | - | 1% | - | 1% | - | 0% | | 1% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | - | - | - | - | - | - | 38% | - | 38% | - | 45% | 60% | 40% | - |
| | 2019 | 82% | 82% | 84% | - | - | - | - | - | - | 75% | - | 75% | - | 60% | | 74% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 25% | - | - | - | - | - | - | 13% | - | 13% | - | 7% | 32% | 12% | - |
| | 2019 | 52% | 47% | 49% | - | - | - | - | - | - | 29% | - | 29% | - | 27% | | 29% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | - | - | - | - | - | - | 1% | - | 1% | - | 0% | 10% | 1% | - |
| | 2019 | 26% | 21% | 18% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | | 4% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 46% | - | - | - | - | - | - | 23% | - | 23% | - | 10% | 60% | 22% | - |
| | 2019 | 68% | 66% | 61% | - | - | - | - | - | - | 28% | - | 28% | - | * | | 27% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | - | - | - | - | - | - | 4% | - | 4% | - | 0% | 20% | 3% | - |
| | 2019 | 38% | 32% | 28% | - | - | - | - | - | - | 6% | - | 6% | - | * | | 6% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 2% | 0% | - |
| | 2019 | 14% | 10% | 8% | - | - | - | - | - | - | 1% | - | 1% | - | * | | 1% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 56% | - | - | - | - | - | - | 29% | - | 29% | - | 38% | 67% | 32% | - |
| | 2019 | 81% | 80% | 78% | - | - | - | - | - | - | 54% | - | 54% | - | 50% | | 54% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 23% | - | - | - | - | - | - | 5% | - | 5% | - | 2% | 31% | 4% | - |
| | 2019 | 54% | 50% | 39% | - | - | - | - | - | - | 10% | - | 10% | - | 8% | | 10% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 7% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 10% | 0% | - |
| | 2019 | 25% | 19% | 15% | - | - | - | - | - | - | 0% | - | 0% | - | 8% | | 1% | - |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 40% | - | - | - | - | - | - | 19% | - | 19% | - | 7% | 52% | 14% | - |
| | 2019 | 81% | 80% | 62% | - | - | - | - | - | - | 32% | - | 32% | - | 42% | | 33% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 10% | - | - | - | - | - | - | 2% | - | 2% | - | 0% | 14% | 1% | - |
| | 2019 | 55% | 54% | 28% | - | - | - | - | - | - | 3% | - | 3% | - | 8% | | 4% | |
| At Masters Grade Level | 2021 | 29% | 21% | 3% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 4% | 0% | - |
| | 2019 | 33% | 30% | 13% | - | - | - | - | - | - | 0% | - | 0% | - | 8% | | 1% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 98% | 97% | 93% | 100% | - | * | 100% | 93% | 100% | 98% | 95% | 97% | 99% |
| Included in Accountability | 83% | 88% | 90% | 81% | 91% | 85% | 100% | - | * | 100% | 89% | 100% | 94% | 72% | 91% | 89% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 17% | 5% | 8% | 0% | - | * | 0% | 3% | 0% | 3% | 14% | 5% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | 0% | - | * | 0% | 1% | 0% | 0% | 8% | 2% | 5% |
| Not Tested | 12% | 6% | 3% | 2% | 3% | 7% | 0% | - | * | 0% | 7% | 0% | 2% | 5% | 3% | 1% |
| Absent | 2% | 2% | 1% | 2% | 1% | 7% | 0% | - | * | 0% | 5% | 0% | 1% | 3% | 1% | 0% |
| Other | 10% | 4% | 1% | 0% | 2% | 0% | 0% | - | * | 0% | 2% | 0% | 1% | 3% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 100% | * | - | - | 100% | 100% | 100% | 100% | 99% | 99% | 100% |
| Included in Accountability | 94% | 94% | 92% | 88% | 93% | 80% | * | - | - | 100% | 91% | 73% | 97% | 75% | 93% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 12% | 5% | 11% | * | - | - | 0% | 8% | 27% | 3% | 15% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 9% | * | - | - | 0% | 0% | 0% | 0% | 10% | 2% | 4% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 0% | * | - | - | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 0% | 1% | 0% | * | - | - | 0% | 0% | 0% | 0% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.0% | 95.2% | 98.1% | 97.9% | * | * | - | * | 96.9% | 98.1% | 98.2% |
| 2018-19 | 95.4% | 94.4% | 93.6% | 90.8% | 93.8% | 91.9% | * | - | - | * | 91.6% | 93.4% | 93.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 10.6% | 25.0% | 10.0% | 11.5% | * | * | - | 28.6% | 18.5% | 10.4% | 8.2% |
| 2018-19 | 11.4% | 15.3% | 19.9% | 45.8% | 18.6% | 29.4% | * | - | - | * | 28.6% | 20.9% | 15.9% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.3% | 0.0% | 0.3% | 0.0% | * | * | - | 0.0% | 0.0% | 0.3% | 0.8% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | - | - | * | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 749 | 100.0% | 50,547 | 5,359,040 | 749 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 357 | 47.7% | 7.8% | 7.9% | 357 | 47.7% | 7.8% | 7.8% |
| Grade 8 | 392 | 52.3% | 8.1% | 7.9% | 392 | 52.3% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 16 | 2.1% | 7.7% | 12.7% | 16 | 2.1% | 7.7% | 12.7% |
| Hispanic | 704 | 94.0% | 83.2% | 52.9% | 704 | 94.0% | 83.2% | 52.9% |
| White | 22 | 2.9% | 5.3% | 26.5% | 22 | 2.9% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.1% | 3.0% | 4.7% | 1 | 0.1% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 6 | 0.8% | 0.7% | 2.7% | 6 | 0.8% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 354 | 47.3% | 48.5% | 48.9% | 354 | 47.3% | 48.5% | 48.9% |
| Male | 395 | 52.7% | 51.5% | 51.1% | 395 | 52.7% | 51.5% | 51.1% |
| | | | | | | | | |
| Economically Disadvantaged | 686 | 91.6% | 83.8% | 60.3% | 686 | 91.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 63 | 8.4% | 16.2% | 39.7% | 63 | 8.4% | 16.3% | 39.8% |
| Section 504 Students | 58 | 7.7% | 5.8% | 7.2% | 58 | 7.7% | 5.7% | 7.2% |
| EB Students/EL | 259 | 34.6% | 30.0% | 20.7% | 259 | 34.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 5 | 0.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 41 | 5.5% | 4.6% | 4.5% | 41 | 5.5% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 0.5% | 0.8% | 1.1% | 4 | 0.5% | 0.8% | 1.1% |
| Immigrant | 27 | 3.6% | 2.8% | 2.0% | 27 | 3.6% | 2.8% | 2.0% |
| Migrant | 4 | 0.5% | 0.2% | 0.3% | 4 | 0.5% | 0.2% | 0.3% |
| Title I | 749 | 100.0% | 68.6% | 64.5% | 749 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.1% | 0.4% | 2.7% | 1 | 0.1% | 0.4% | 2.7% |
| At-Risk | 552 | 73.7% | 58.7% | 49.2% | 552 | 73.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 244 | 32.6% | 28.1% | 21.0% | 244 | 32.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 42 | 5.6% | 5.6% | 8.3% | 42 | 5.6% | 5.6% | 8.3% |
| Special Education | 54 | 7.2% | 11.9% | 11.1% | 54 | 7.2% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 54 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 22 | 40.7% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 5 | 9.3% | 18.2% | 21.3% | | | | |
| Students with Autism | 12 | 22.2% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 15 | 27.8% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 111 | 14.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 8 | 1.0% | 2.2% | 2.8% | | | | |
| Hispanic | 94 | 11.9% | 10.6% | 7.1% | | | | |
| White | 6 | 0.8% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 3 | 0.4% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 7.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 39 | 15.8% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 97 | 13.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 43 | 11.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.3% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 14.3 | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | 16.3 | 16.4 | 16.9 |
| Science | 16.3 | 17.0 | 17.9 |
| Social Studies | 17.1 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 74.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 65.5 | 88.6% | 58.7% | 64.3% |
| Teachers | 55.9 | 75.6% | 45.1% | 49.6% |
| Professional Support | 6.6 | 8.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 4.1% | 2.3% | 3.0% |
| Educational Aides: | 8.5 | 11.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 32.2 | 43.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.7 | 13.7% | 9.9% | 11.1% |
| Hispanic | 9.6 | 17.2% | 38.0% | 28.4% |
| White | 32.6 | 58.4% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 5.0 | 8.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.8% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 25.0 | 44.7% | 24.8% | 23.8% |
| Females | 30.9 | 55.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 37.0 | 66.2% | 75.9% | 73.0% |
| Masters | 18.9 | 33.8% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 1.8% | 5.3% | 6.7% |
| 1-5 Years Experience | 15.0 | 26.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.0 | 25.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 24.9 | 44.5% | 28.3% | 29.1% |
| 21-30 Years Experience | 1.0 | 1.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.4 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 5.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 5.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.3 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,374 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,430 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,517 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$65,345 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,496 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,556 | \$60,082 | \$57,641 |
| Professional Support | \$68,124 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$98,417 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 1.0 | 1.8% | 3.7% | 5.1% |
| Compensatory Education | 0.1 | 0.2% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.1 | 1.9% | 1.4% | 1.8% |
| Regular Education | 47.5 | 84.9% | 63.3% | 71.0% |
| Special Education | 6.3 | 11.2% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTHMORE INT (101917047) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MILLER INT

Campus Number: 101917048

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 69% | 60% | 69% | 70% | - | - | - | * | 30% | * | 72% | 54% | 66% | 34% |
| | 2019 | 76% | 74% | 81% | 71% | 81% | 100% | - | * | - | * | 47% | 63% | 83% | 70% | 80% | 78% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 43% | 45% | 43% | 50% | - | - | - | * | 23% | * | 46% | 27% | 40% | 12% |
| | 2019 | 49% | 43% | 48% | 33% | 48% | 100% | - | * | - | * | 28% | 38% | 50% | 40% | 46% | 45% |
| At Masters Grade Level | 2021 | 25% | 17% | 22% | 30% | 21% | 40% | - | - | - | * | 7% | * | 24% | 10% | 19% | 8% |
| | 2019 | 29% | 23% | 27% | 17% | 27% | 43% | - | * | - | * | 9% | 25% | 29% | 19% | 25% | 25% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 51% | 31% | 52% | * | - | * | - | * | 33% | * | 51% | 48% | 48% | 33% |
| | 2019 | 75% | 76% | 72% | 61% | 72% | * | - | * | - | * | 47% | 83% | 74% | 63% | 72% | 71% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 18% | 0% | 19% | * | - | * | - | * | 20% | * | 20% | 10% | 18% | 5% |
| | 2019 | 43% | 38% | 36% | 22% | 37% | * | - | * | - | * | 26% | 33% | 38% | 28% | 36% | 36% |
| At Masters Grade Level | 2021 | 12% | 5% | 4% | 0% | 5% | * | - | * | - | * | 0% | * | 5% | 3% | 4% | 1% |
| | 2019 | 17% | 9% | 9% | 4% | 9% | * | - | * | - | * | 13% | 0% | 10% | 3% | 8% | 9% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 60% | 58% | 60% | 70% | - | * | - | * | 33% | * | 64% | 39% | 57% | 18% |
| | 2019 | 70% | 67% | 74% | 56% | 75% | 100% | - | * | - | * | 38% | 63% | 77% | 59% | 73% | 71% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 31% | 32% | 31% | 40% | - | * | - | * | 26% | * | 36% | 11% | 27% | 2% |
| | 2019 | 42% | 34% | 41% | 24% | 42% | 71% | - | * | - | * | 28% | 25% | 45% | 28% | 39% | 37% |
| At Masters Grade Level | 2021 | 10% | 4% | 8% | 11% | 8% | 10% | - | * | - | * | 7% | * | 10% | 2% | 6% | 1% |
| | 2019 | 18% | 12% | 15% | 12% | 15% | 14% | - | * | - | * | 11% | 0% | 16% | 7% | 14% | 12% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 75% | 71% | 75% | 81% | - | * | - | * | 31% | 100% | 78% | 61% | 74% | 45% |
| | 2019 | 86% | 84% | 84% | 69% | 85% | 100% | * | - | - | * | 38% | 71% | 85% | 80% | 83% | 82% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 47% | 29% | 47% | 50% | - | * | - | * | 21% | 40% | 49% | 38% | 45% | 16% |
| | 2019 | 55% | 47% | 49% | 35% | 49% | 75% | * | - | - | * | 17% | 29% | 54% | 27% | 47% | 48% |
| At Masters Grade Level | 2021 | 21% | 14% | 20% | 17% | 19% | 19% | - | * | - | * | 0% | 20% | 21% | 14% | 18% | 4% |
| | 2019 | 28% | 21% | 25% | 23% | 24% | 58% | * | - | - | * | 5% | 29% | 29% | 8% | 24% | 22% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 80% | 71% | 80% | 94% | - | - | - | * | 41% | 80% | 82% | 67% | 79% | 59% |
| | 2019 | 88% | 90% | 94% | 91% | 94% | 100% | * | - | - | * | 67% | 100% | 94% | 96% | 94% | 95% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 55% | 39% | 57% | 56% | - | - | - | * | 32% | 80% | 58% | 40% | 54% | 32% |
| | 2019 | 57% | 58% | 73% | 59% | 74% | 78% | * | - | - | * | 40% | 63% | 73% | 73% | 72% | 73% |
| At Masters Grade Level | 2021 | 11% | 8% | 15% | 14% | 15% | 13% | - | - | - | * | 7% | 0% | 16% | 6% | 13% | 5% |
| | 2019 | 17% | 16% | 24% | 14% | 24% | 44% | * | - | - | * | 7% | 25% | 25% | 16% | 22% | 25% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 68% | 58% | 68% | 81% | - | * | - | * | 29% | 80% | 71% | 54% | 66% | 40% |
| | 2019 | 81% | 78% | 84% | 85% | 84% | 91% | * | - | - | * | 52% | 86% | 85% | 76% | 84% | 82% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 43% | 13% | 43% | 63% | - | * | - | * | 19% | 40% | 44% | 38% | 41% | 11% |
| | 2019 | 51% | 44% | 58% | 58% | 58% | 82% | * | - | - | * | 24% | 29% | 63% | 37% | 57% | 55% |
| At Masters Grade Level | 2021 | 24% | 12% | 19% | 4% | 19% | 38% | - | * | - | * | 5% | 20% | 19% | 21% | 18% | 4% |
| | 2019 | 25% | 17% | 28% | 19% | 28% | 64% | * | - | - | * | 5% | 14% | 32% | 11% | 27% | 26% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 66% | 63% | 66% | 63% | - | * | - | * | 30% | 80% | 68% | 56% | 65% | 34% |
| | 2019 | 69% | 68% | 77% | 65% | 77% | 100% | * | - | - | * | 44% | 57% | 78% | 71% | 75% | 73% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 31% | 21% | 29% | 44% | - | * | - | * | 20% | 40% | 32% | 25% | 29% | 5% |
| | 2019 | 37% | 34% | 46% | 50% | 45% | 73% | * | - | - | * | 20% | 43% | 48% | 38% | 45% | 41% |
| At Masters Grade Level | 2021 | 14% | 6% | 12% | 4% | 12% | 25% | - | * | - | * | 8% | 20% | 13% | 10% | 12% | 4% |
| | 2019 | 21% | 17% | 27% | 31% | 25% | 64% | * | - | - | * | 12% | 43% | 29% | 17% | 25% | 22% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | * | 100% | 100% | - | * | - | * | - | * | 100% | 100% | 100% | 100% |
| | 2019 | 85% | 90% | 99% | 80% | 100% | 100% | - | - | - | * | - | * | 100% | 86% | 99% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 89% | * | 89% | 83% | - | * | - | * | - | * | 89% | 88% | 89% | 67% |
| | 2019 | 61% | 73% | 98% | 80% | 99% | 100% | - | - | - | * | - | * | 99% | 86% | 98% | 100% |
| At Masters Grade Level | 2021 | 23% | 29% | 62% | * | 61% | 67% | - | * | - | * | - | * | 62% | 63% | 64% | 50% |
| | 2019 | 37% | 46% | 89% | 80% | 89% | 100% | - | - | - | * | - | * | 90% | 71% | 89% | 92% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 69% | 62% | 69% | 77% | - | 80% | - | 91% | 32% | 79% | 72% | 55% | 67% | 38% |
| | 2019 | 78% | 76% | 82% | 71% | 82% | 99% | * | * | - | 67% | 47% | 75% | 84% | 74% | 81% | 80% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 41% | 28% | 41% | 51% | - | 80% | - | 77% | 23% | 41% | 44% | 28% | 39% | 13% |
| | 2019 | 50% | 45% | 53% | 41% | 53% | 79% | * | * | - | 27% | 26% | 38% | 56% | 39% | 51% | 50% |
| At Masters Grade Level | 2021 | 18% | 12% | 17% | 12% | 16% | 26% | - | 80% | - | 41% | 5% | 14% | 18% | 10% | 15% | 4% |
| | 2019 | 24% | 18% | 25% | 19% | 25% | 54% | * | * | - | 27% | 9% | 21% | 28% | 12% | 24% | 23% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 72% | 66% | 72% | 77% | - | * | - | 100% | 31% | 88% | 75% | 58% | 70% | 40% |
| | 2019 | 75% | 72% | 83% | 70% | 83% | 100% | * | * | - | * | 43% | 67% | 84% | 75% | 82% | 80% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 45% | 36% | 45% | 50% | - | * | - | 83% | 22% | 38% | 48% | 33% | 43% | 14% |
| | 2019 | 48% | 42% | 48% | 34% | 49% | 84% | * | * | - | * | 22% | 33% | 52% | 33% | 46% | 46% |
| At Masters Grade Level | 2021 | 18% | 12% | 21% | 23% | 20% | 27% | - | * | - | 50% | 4% | 13% | 22% | 12% | 19% | 6% |
| | 2019 | 21% | 15% | 26% | 20% | 26% | 53% | * | * | - | * | 7% | 27% | 29% | 14% | 24% | 23% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 72% | 61% | 72% | 85% | - | * | - | 83% | 37% | 88% | 74% | 61% | 70% | 49% |
| | 2019 | 82% | 82% | 87% | 76% | 87% | 100% | * | * | - | * | 56% | 93% | 88% | 80% | 87% | 87% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 46% | 30% | 46% | 54% | - | * | - | 67% | 26% | 63% | 49% | 29% | 44% | 21% |
| | 2019 | 52% | 47% | 63% | 44% | 64% | 80% | * | * | - | * | 33% | 53% | 65% | 53% | 62% | 63% |
| At Masters Grade Level | 2021 | 18% | 11% | 17% | 11% | 17% | 23% | - | * | - | 50% | 4% | 13% | 19% | 8% | 16% | 5% |
| | 2019 | 26% | 21% | 27% | 16% | 27% | 60% | * | * | - | * | 10% | 20% | 30% | 13% | 26% | 28% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 60% | 58% | 60% | 70% | - | * | - | * | 33% | * | 64% | 39% | 57% | 18% |
| | 2019 | 68% | 66% | 74% | 56% | 75% | 100% | - | * | - | * | 38% | 63% | 77% | 59% | 73% | 71% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 31% | 32% | 31% | 40% | - | * | - | * | 26% | * | 36% | 11% | 27% | 2% |
| | 2019 | 38% | 32% | 41% | 24% | 42% | 71% | - | * | - | * | 28% | 25% | 45% | 28% | 39% | 37% |
| At Masters Grade Level | 2021 | 9% | 4% | 8% | 11% | 8% | 10% | - | * | - | * | 7% | * | 10% | 2% | 6% | 1% |
| | 2019 | 14% | 10% | 15% | 12% | 15% | 14% | - | * | - | * | 11% | 0% | 16% | 7% | 14% | 12% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 68% | 58% | 68% | 81% | - | * | - | * | 29% | 80% | 71% | 54% | 66% | 40% |
| | 2019 | 81% | 80% | 84% | 85% | 84% | 91% | * | - | - | * | 52% | 86% | 85% | 76% | 84% | 82% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 43% | 13% | 43% | 63% | - | * | - | * | 19% | 40% | 44% | 38% | 41% | 11% |
| | 2019 | 54% | 50% | 58% | 58% | 58% | 82% | * | - | - | * | 24% | 29% | 63% | 37% | 57% | 55% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 19% | 4% | 19% | 38% | - | * | - | * | 5% | 20% | 19% | 21% | 18% | 4% |
| | 2019 | 25% | 19% | 28% | 19% | 28% | 64% | * | - | - | * | 5% | 14% | 32% | 11% | 27% | 26% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 66% | 63% | 66% | 63% | - | * | - | * | 30% | 80% | 68% | 56% | 65% | 34% |
| | 2019 | 81% | 80% | 77% | 65% | 77% | 100% | * | - | - | * | 44% | 57% | 78% | 71% | 75% | 73% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 31% | 21% | 29% | 44% | - | * | - | * | 20% | 40% | 32% | 25% | 29% | 5% |
| | 2019 | 55% | 54% | 46% | 50% | 45% | 73% | * | - | - | * | 20% | 43% | 48% | 38% | 45% | 41% |
| At Masters Grade Level | 2021 | 29% | 21% | 12% | 4% | 12% | 25% | - | * | - | * | 8% | 20% | 13% | 10% | 12% | 4% |
| | 2019 | 33% | 30% | 27% | 31% | 25% | 64% | * | - | - | * | 12% | 43% | 29% | 17% | 25% | 22% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 78 | 81 | 78 | 83 | - | * | - | * | 60 | 81 | 79 | 76 | 77 | 77 |
| | 2018 | 76 | 77 | 78 | 57 | 79 | 100 | - | * | - | * | 64 | 60 | 78 | 80 | 78 | 77 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 61 | 59 | 62 | * | - | * | - | * | 45 | 75 | 63 | 57 | 61 | 59 |
| | 2018 | 67 | 65 | 71 | 61 | 72 | 80 | - | * | - | * | 63 | 70 | 73 | 66 | 70 | 70 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 76 | 90 | 75 | 83 | * | - | - | * | 73 | 67 | 77 | 68 | 76 | 75 |
| | 2018 | 79 | 78 | 75 | 76 | 75 | 83 | - | * | - | * | 84 | * | 75 | 76 | 76 | 75 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 93 | 86 | 93 | 89 | * | - | - | * | 88 | 100 | 92 | 95 | 93 | 94 |
| | 2018 | 81 | 86 | 91 | 85 | 92 | 92 | - | * | - | * | 80 | * | 91 | 93 | 91 | 93 |
| End of Course Algebra I | 2019 | 75 | 88 | 96 | 80 | 97 | 100 | - | - | - | * | - | * | 97 | 86 | 96 | 97 |
| | 2018 | 72 | 68 | 92 | * | 91 | 100 | - | * | - | - | - | - | 92 | 83 | 92 | 90 |
| All Grades Both Subjects | 2019 | 69 | 69 | 79 | 79 | 79 | 84 | * | * | - | 75 | 66 | 82 | 81 | 74 | 79 | 79 |
| | 2018 | 69 | 68 | 81 | 70 | 81 | 92 | - | 100 | - | 67 | 72 | 66 | 81 | 79 | 80 | 80 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 77 | 86 | 76 | 83 | * | * | - | * | 66 | 75 | 78 | 72 | 76 | 76 |
| | 2018 | 69 | 68 | 77 | 65 | 77 | 92 | - | * | - | 83 | 74 | 50 | 77 | 78 | 77 | 76 |
| All Grades Mathematics | 2019 | 70 | 70 | 82 | 72 | 83 | 84 | * | * | - | * | 66 | 89 | 83 | 77 | 82 | 82 |
| | 2018 | 70 | 69 | 84 | 75 | 85 | 92 | - | * | - | 50 | 71 | 81 | 85 | 80 | 84 | 85 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 69% | 56% | - | - | 56% | - | - | 36% | - | 36% | - | 35% | 80% | 38% | 80% |
| | 2019 | 78% | 76% | 82% | 88% | - | * | 88% | - | - | 60% | - | 60% | - | 57% | | 62% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 41% | 23% | - | - | 23% | - | - | 11% | - | 11% | - | 9% | 51% | 12% | 70% |
| | 2019 | 50% | 45% | 53% | 39% | - | * | 36% | - | - | 24% | - | 24% | - | 15% | | 25% | |
| At Masters Grade Level | 2021 | 18% | 12% | 17% | 7% | - | - | 7% | - | - | 4% | - | 4% | - | 3% | 21% | 4% | 20% |
| | 2019 | 24% | 18% | 25% | 16% | - | * | 12% | - | - | 5% | - | 5% | - | 4% | | 6% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 72% | 68% | - | - | 68% | - | - | 32% | - | 32% | - | 44% | 84% | 39% | * |
| | 2019 | 75% | 72% | 83% | 86% | - | * | 85% | - | - | 58% | - | 58% | - | 52% | | 60% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 45% | 36% | - | - | 36% | - | - | 11% | - | 11% | - | 7% | 57% | 13% | * |
| | 2019 | 48% | 42% | 48% | 33% | - | * | 30% | - | - | 15% | - | 15% | - | 14% | | 17% | |
| At Masters Grade Level | 2021 | 18% | 12% | 21% | 16% | - | - | 16% | - | - | 5% | - | 5% | - | 0% | 26% | 5% | * |
| | 2019 | 21% | 15% | 26% | 24% | - | * | 20% | - | - | 1% | - | 1% | - | 5% | | 4% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 72% | 64% | - | - | 64% | - | - | 48% | - | 48% | - | 41% | 80% | 48% | * |
| | 2019 | 82% | 82% | 87% | 90% | - | * | 89% | - | - | 76% | - | 76% | - | 62% | | 76% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 46% | 28% | - | - | 28% | - | - | 20% | - | 20% | - | 17% | 55% | 20% | * |
| | 2019 | 52% | 47% | 63% | 60% | - | * | 58% | - | - | 44% | - | 44% | - | 24% | | 44% | |
| At Masters Grade Level | 2021 | 18% | 11% | 17% | 4% | - | - | 4% | - | - | 5% | - | 5% | - | 4% | 22% | 4% | * |
| | 2019 | 26% | 21% | 27% | 10% | - | * | 5% | - | - | 9% | - | 9% | - | 0% | | 9% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 60% | 28% | - | - | 28% | - | - | 16% | - | 16% | - | 14% | 75% | 18% | - |
| | 2019 | 68% | 66% | 74% | 86% | - | * | 85% | - | - | 40% | - | 40% | - | 50% | | 48% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 31% | 11% | - | - | 11% | - | - | 0% | - | 0% | - | 0% | 42% | 2% | - |
| | 2019 | 38% | 32% | 41% | 29% | - | * | 23% | - | - | 9% | - | 9% | - | 10% | | 12% | |
| At Masters Grade Level | 2021 | 9% | 4% | 8% | 6% | - | - | 6% | - | - | 0% | - | 0% | - | 0% | 11% | 1% | - |
| | 2019 | 14% | 10% | 15% | 7% | - | * | 0% | - | - | 0% | - | 0% | - | 10% | | 2% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 68% | 86% | - | - | 86% | - | - | 39% | - | 39% | - | 28% | 78% | 39% | * |
| | 2019 | 81% | 80% | 84% | 100% | - | - | 100% | - | - | 61% | - | 61% | - | 64% | | 64% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 43% | 14% | - | - | 14% | - | - | 10% | - | 10% | - | 6% | 55% | 9% | * |
| | 2019 | 54% | 50% | 58% | 43% | - | - | 43% | - | - | 26% | - | 26% | - | 9% | | 25% | |
| At Masters Grade Level | 2021 | 20% | 12% | 19% | 0% | - | - | 0% | - | - | 4% | - | 4% | - | 3% | 25% | 4% | * |
| | 2019 | 25% | 19% | 28% | 43% | - | - | 43% | - | - | 5% | - | 5% | - | 0% | | 7% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 66% | 29% | - | - | 29% | - | - | 36% | - | 36% | - | 28% | 77% | 33% | * |
| | 2019 | 81% | 80% | 77% | 86% | - | - | 86% | - | - | 49% | - | 49% | - | 55% | | 52% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 31% | 0% | - | - | 0% | - | - | 4% | - | 4% | - | 6% | 40% | 5% | * |
| | 2019 | 55% | 54% | 46% | 14% | - | - | 14% | - | - | 16% | - | 16% | - | 9% | | 15% | |
| At Masters Grade Level | 2021 | 29% | 21% | 12% | 0% | - | - | 0% | - | - | 3% | - | 3% | - | 6% | 15% | 4% | * |
| | 2019 | 33% | 30% | 27% | 0% | - | - | 0% | - | - | 7% | - | 7% | - | 9% | | 6% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 95% | 95% | 95% | 89% | - | 91% | - | 100% | 92% | 100% | 95% | 95% | 95% | 96% |
| Included in Accountability | 83% | 88% | 89% | 82% | 89% | 82% | - | 91% | - | 88% | 85% | 91% | 93% | 71% | 89% | 83% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 13% | 4% | 4% | - | 0% | - | 12% | 7% | 9% | 1% | 15% | 4% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 4% | - | 0% | - | 0% | 0% | 0% | 0% | 9% | 2% | 7% |
| Not Tested | 12% | 6% | 5% | 5% | 5% | 11% | - | 9% | - | 0% | 8% | 0% | 5% | 5% | 5% | 4% |
| Absent | 2% | 2% | 1% | 2% | 1% | 0% | - | 9% | - | 0% | 1% | 0% | 1% | 2% | 1% | 1% |
| Other | 10% | 4% | 4% | 3% | 4% | 11% | - | 0% | - | 0% | 6% | 0% | 4% | 3% | 4% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 99% | 100% | * | 100% | - | 100% | 100% | 100% | 100% | 98% | 99% | 99% |
| Included in Accountability | 94% | 94% | 94% | 82% | 95% | 92% | * | 50% | - | 100% | 94% | 93% | 98% | 78% | 94% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 17% | 4% | 8% | * | 50% | - | 0% | 6% | 7% | 2% | 16% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 4% | 1% | 2% |
| Not Tested | 1% | 1% | 1% | 1% | 1% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 2% | 1% | 1% |
| Absent | 1% | 1% | 0% | 1% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 2% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.5% | 96.8% | 98.7% | 98.2% | - | * | - | * | 98.0% | 98.6% | 98.5% |
| 2018-19 | 95.4% | 94.4% | 95.6% | 92.6% | 95.8% | 94.6% | * | * | - | * | 94.5% | 95.7% | 95.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.8% | 17.9% | 5.9% | 3.2% | - | * | - | 20.0% | 10.1% | 6.6% | 6.6% |
| 2018-19 | 11.4% | 15.3% | 12.1% | 30.9% | 10.4% | 16.1% | * | * | - | * | 19.0% | 11.4% | 10.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.2% | 1.4% | 0.1% | 0.0% | - | * | - | 0.0% | 0.0% | 0.1% | 0.4% |
| 2018-19 | 0.4% | 0.1% | 0.3% | 0.0% | 0.2% | 3.2% | * | * | - | * | 0.0% | 0.4% | 0.4% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 908 | 100.0% | 50,547 | 5,359,040 | 908 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 448 | 49.3% | 7.8% | 7.9% | 448 | 49.3% | 7.8% | 7.8% |
| Grade 8 | 460 | 50.7% | 8.1% | 7.9% | 460 | 50.7% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 55 | 6.1% | 7.7% | 12.7% | 55 | 6.1% | 7.7% | 12.7% |
| Hispanic | 807 | 88.9% | 83.2% | 52.9% | 807 | 88.9% | 83.2% | 52.9% |
| White | 38 | 4.2% | 5.3% | 26.5% | 38 | 4.2% | 5.3% | 26.5% |
| American Indian | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |
| Asian | 3 | 0.3% | 3.0% | 4.7% | 3 | 0.3% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 4 | 0.4% | 0.7% | 2.7% | 4 | 0.4% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 430 | 47.4% | 48.5% | 48.9% | 430 | 47.4% | 48.5% | 48.9% |
| Male | 478 | 52.6% | 51.5% | 51.1% | 478 | 52.6% | 51.5% | 51.1% |
| Economically Disadvantaged | 772 | 85.0% | 83.8% | 60.3% | 772 | 85.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 136 | 15.0% | 16.2% | 39.7% | 136 | 15.0% | 16.3% | 39.8% |
| Section 504 Students | 47 | 5.2% | 5.8% | 7.2% | 47 | 5.2% | 5.7% | 7.2% |
| EB Students/EL | 244 | 26.9% | 30.0% | 20.7% | 244 | 26.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 10 | 1.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 42 | 4.6% | 4.6% | 4.5% | 42 | 4.6% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 8 | 0.9% | 0.8% | 1.1% | 8 | 0.9% | 0.8% | 1.1% |
| Immigrant | 35 | 3.9% | 2.8% | 2.0% | 35 | 3.9% | 2.8% | 2.0% |
| Migrant | 4 | 0.4% | 0.2% | 0.3% | 4 | 0.4% | 0.2% | 0.3% |
| Title I | 908 | 100.0% | 68.6% | 64.5% | 908 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.1% | 0.4% | 2.7% | 1 | 0.1% | 0.4% | 2.7% |
| At-Risk | 520 | 57.3% | 58.7% | 49.2% | 520 | 57.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 291 | 32.0% | 28.1% | 21.0% | 291 | 32.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 80 | 8.8% | 5.6% | 8.3% | 80 | 8.8% | 5.6% | 8.3% |
| Special Education | 95 | 10.5% | 11.9% | 11.1% | 95 | 10.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 95 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 49 | 51.6% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 7 | 7.4% | 18.2% | 21.3% | | | | |
| Students with Autism | 25 | 26.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 14 | 14.7% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 109 | 11.4% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 17 | 1.8% | 2.2% | 2.8% | | | | |
| Hispanic | 87 | 9.1% | 10.6% | 7.1% | | | | |
| White | 4 | 0.4% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 11.1% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 43 | 16.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 94 | 11.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 55 | 11.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.0% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 18.8 | 14.9 | 15.7 |
| Foreign Languages | 22.5 | 19.5 | 17.8 |
| Mathematics | 20.6 | 16.4 | 16.9 |
| Science | 23.2 | 17.0 | 17.9 |
| Social Studies | 18.9 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 89.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 73.5 | 82.5% | 58.7% | 64.3% |
| Teachers | 61.1 | 68.6% | 45.1% | 49.6% |
| Professional Support | 9.0 | 10.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.4 | 3.8% | 2.3% | 3.0% |
| Educational Aides: | 15.6 | 17.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 57.7 | 64.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.4 | 12.1% | 9.9% | 11.1% |
| Hispanic | 26.2 | 43.0% | 38.0% | 28.4% |
| White | 26.5 | 43.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.6% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 16.1 | 26.3% | 24.8% | 23.8% |
| Females | 45.0 | 73.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 47.8 | 78.2% | 75.9% | 73.0% |
| Masters | 11.3 | 18.6% | 22.3% | 25.0% |
| Doctorate | 2.0 | 3.3% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 8.0 | 13.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 23.2 | 38.0% | 30.1% | 27.8% |
| 6-10 Years Experience | 15.5 | 25.4% | 24.4% | 20.3% |
| 11-20 Years Experience | 10.8 | 17.6% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.6 | 5.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.3 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.3 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.0 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,356 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,292 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,028 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,438 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$62,300 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,714 | \$60,082 | \$57,641 |
| Professional Support | \$67,572 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$93,827 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.0 | 1.6% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.4 | 0.6% | 0.0% | 2.8% |
| Gifted and Talented Education | 7.6 | 12.4% | 1.4% | 1.8% |
| Regular Education | 41.7 | 68.3% | 63.3% | 71.0% |
| Special Education | 10.4 | 17.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MILLER INT (101917048) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THOMPSON INT

Campus Number: 101917049

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 63% | 39% | 63% | 87% | - | 84% | - | 80% | 37% | 40% | 67% | 50% | 59% | 42% |
| | 2019 | 76% | 74% | 83% | 77% | 80% | 92% | - | 98% | * | 71% | 49% | 79% | 85% | 73% | 81% | 84% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | 13% | 31% | 57% | - | 58% | - | 70% | 20% | 0% | 37% | 21% | 30% | 13% |
| | 2019 | 49% | 43% | 50% | 48% | 45% | 50% | - | 82% | * | 57% | 18% | 43% | 54% | 38% | 47% | 45% |
| At Masters Grade Level | 2021 | 25% | 17% | 19% | 7% | 18% | 26% | - | 26% | - | 60% | 10% | 0% | 22% | 6% | 16% | 6% |
| | 2019 | 29% | 23% | 27% | 20% | 22% | 36% | - | 64% | * | 14% | 5% | 14% | 31% | 16% | 24% | 23% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 48% | 33% | 47% | 73% | - | 81% | - | 50% | 24% | * | 50% | 41% | 45% | 33% |
| | 2019 | 75% | 76% | 75% | 71% | 73% | 83% | - | 96% | * | 50% | 38% | 83% | 77% | 70% | 73% | 74% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 16% | 8% | 14% | 33% | - | 38% | - | 38% | 12% | * | 16% | 15% | 15% | 6% |
| | 2019 | 43% | 38% | 31% | 15% | 27% | 50% | - | 79% | * | 17% | 19% | 50% | 32% | 26% | 27% | 31% |
| At Masters Grade Level | 2021 | 12% | 5% | 5% | 0% | 3% | 20% | - | 25% | - | 25% | 10% | * | 5% | 4% | 5% | 4% |
| | 2019 | 17% | 9% | 7% | 0% | 5% | 4% | - | 38% | * | 0% | 3% | 0% | 7% | 7% | 5% | 10% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 63% | 47% | 61% | 77% | - | 84% | - | 80% | 27% | 60% | 66% | 52% | 60% | 29% |
| | 2019 | 70% | 67% | 77% | 68% | 75% | 78% | - | 96% | * | 71% | 33% | 71% | 79% | 67% | 74% | 72% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 28% | 19% | 25% | 41% | - | 48% | - | 70% | 14% | 20% | 29% | 25% | 24% | 6% |
| | 2019 | 42% | 34% | 43% | 34% | 39% | 50% | - | 78% | * | 29% | 15% | 21% | 46% | 34% | 39% | 38% |
| At Masters Grade Level | 2021 | 10% | 4% | 5% | 4% | 3% | 23% | - | 6% | - | 20% | 11% | 0% | 5% | 5% | 4% | 0% |
| | 2019 | 18% | 12% | 17% | 20% | 11% | 28% | - | 37% | * | 29% | 0% | 7% | 18% | 11% | 14% | 9% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 65% | 55% | 66% | 68% | - | 71% | * | 78% | 36% | * | 69% | 49% | 60% | 37% |
| | 2019 | 86% | 84% | 90% | 79% | 89% | 100% | - | 100% | * | 100% | 53% | 60% | 91% | 84% | 89% | 88% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 34% | 31% | 32% | 45% | - | 57% | * | 33% | 11% | * | 37% | 21% | 30% | 20% |
| | 2019 | 55% | 47% | 55% | 43% | 53% | 71% | - | 68% | * | 80% | 11% | 40% | 57% | 46% | 52% | 48% |
| At Masters Grade Level | 2021 | 21% | 14% | 13% | 11% | 12% | 18% | - | 29% | * | 0% | 2% | * | 16% | 1% | 10% | 2% |
| | 2019 | 28% | 21% | 25% | 20% | 22% | 37% | - | 39% | * | 60% | 0% | 20% | 27% | 16% | 21% | 22% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 63% | 42% | 64% | 65% | - | 93% | * | 70% | 35% | 60% | 66% | 48% | 62% | 52% |
| | 2019 | 88% | 90% | 89% | 82% | 87% | 98% | - | 100% | * | * | 53% | 50% | 90% | 85% | 87% | 85% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 31% | 16% | 29% | 25% | - | 81% | * | 50% | 16% | 20% | 34% | 18% | 28% | 14% |
| | 2019 | 57% | 58% | 57% | 60% | 51% | 63% | - | 87% | * | * | 25% | 33% | 60% | 47% | 55% | 52% |
| At Masters Grade Level | 2021 | 11% | 8% | 8% | 7% | 5% | 10% | - | 33% | * | 20% | 5% | 20% | 9% | 4% | 7% | 2% |
| | 2019 | 17% | 16% | 18% | 16% | 11% | 28% | - | 59% | * | * | 3% | 17% | 20% | 11% | 16% | 18% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 59% | 46% | 60% | 60% | - | 90% | * | 56% | 34% | * | 61% | 54% | 56% | 39% |
| | 2019 | 81% | 78% | 82% | 76% | 80% | 93% | - | 97% | * | 100% | 38% | * | 84% | 75% | 81% | 79% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 31% | 19% | 29% | 50% | - | 62% | * | 33% | 9% | * | 33% | 20% | 24% | 7% |
| | 2019 | 51% | 44% | 52% | 39% | 46% | 78% | - | 84% | * | 100% | 19% | * | 55% | 39% | 48% | 47% |
| At Masters Grade Level | 2021 | 24% | 12% | 13% | 2% | 11% | 35% | - | 38% | * | 22% | 2% | * | 15% | 6% | 9% | 2% |
| | 2019 | 25% | 17% | 19% | 11% | 17% | 37% | - | 35% | * | 40% | 3% | * | 22% | 9% | 18% | 16% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 46% | 37% | 45% | 55% | - | 62% | * | 44% | 36% | * | 50% | 30% | 41% | 22% |
| | 2019 | 69% | 68% | 72% | 61% | 71% | 85% | - | 90% | * | 80% | 30% | * | 74% | 64% | 70% | 68% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 16% | 11% | 14% | 32% | - | 48% | * | 11% | 16% | * | 19% | 7% | 12% | 5% |
| | 2019 | 37% | 34% | 39% | 37% | 33% | 59% | - | 61% | * | 60% | 8% | * | 39% | 37% | 37% | 37% |
| At Masters Grade Level | 2021 | 14% | 6% | 6% | 9% | 3% | 23% | - | 24% | * | 0% | 9% | * | 8% | 1% | 4% | 0% |
| | 2019 | 21% | 17% | 23% | 19% | 19% | 34% | - | 39% | * | 60% | 3% | * | 25% | 13% | 20% | 21% |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 96% | 100% | 96% | 100% | - | 91% | - | * | * | * | 96% | * | 96% | * |
| | 2019 | 85% | 90% | 100% | 100% | 100% | 100% | - | 100% | - | * | - | * | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 81% | 50% | 80% | 100% | - | 83% | - | * | * | * | 80% | * | 76% | * |
| | 2019 | 61% | 73% | 99% | 100% | 99% | 100% | - | 100% | - | * | - | * | 99% | 100% | 99% | 100% |
| At Masters Grade Level | 2021 | 23% | 29% | 55% | 25% | 57% | 56% | - | 61% | - | * | * | * | 54% | * | 52% | * |
| | 2019 | 37% | 46% | 83% | 75% | 84% | 92% | - | 83% | - | * | - | * | 84% | 71% | 80% | 86% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 60% | 44% | 59% | 71% | - | 83% | * | 67% | 33% | 50% | 63% | 46% | 56% | 37% |
| | 2019 | 78% | 76% | 82% | 74% | 80% | 91% | - | 97% | 86% | 80% | 42% | 72% | 84% | 74% | 80% | 79% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 41% | 33% | 29% | 17% | 27% | 44% | - | 60% | * | 46% | 14% | 16% | 32% | 19% | 25% | 11% |
| | 2019 | 50% | 45% | 49% | 41% | 44% | 63% | - | 79% | 14% | 59% | 16% | 37% | 52% | 39% | 45% | 44% |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | 6% | 9% | 24% | - | 29% | * | 22% | 7% | 6% | 13% | 5% | 9% | 3% |
| | 2019 | 24% | 18% | 22% | 17% | 18% | 33% | - | 48% | 14% | 34% | 2% | 10% | 25% | 13% | 19% | 19% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 64% | 47% | 64% | 78% | - | 79% | * | 79% | 36% | 56% | 68% | 49% | 59% | 39% |
| | 2019 | 75% | 72% | 86% | 78% | 85% | 96% | - | 99% | * | 83% | 51% | 74% | 88% | 79% | 85% | 86% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | 22% | 31% | 51% | - | 58% | * | 53% | 15% | 22% | 37% | 21% | 30% | 16% |
| | 2019 | 48% | 42% | 52% | 45% | 49% | 61% | - | 77% | * | 67% | 14% | 42% | 55% | 42% | 49% | 47% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 9% | 15% | 22% | - | 27% | * | 32% | 6% | 0% | 19% | 4% | 13% | 4% |
| | 2019 | 21% | 15% | 26% | 20% | 22% | 36% | - | 54% | * | 33% | 3% | 16% | 29% | 16% | 23% | 23% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 61% | 42% | 60% | 75% | - | 89% | * | 65% | 31% | 40% | 65% | 45% | 58% | 43% |
| | 2019 | 82% | 82% | 85% | 79% | 83% | 94% | - | 99% | * | 75% | 45% | 74% | 87% | 78% | 83% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 31% | 15% | 28% | 43% | - | 71% | * | 50% | 14% | 20% | 34% | 19% | 27% | 11% |
| | 2019 | 52% | 47% | 52% | 45% | 47% | 65% | - | 88% | * | 50% | 22% | 47% | 56% | 39% | 48% | 48% |
| At Masters Grade Level | 2021 | 18% | 11% | 12% | 5% | 9% | 23% | - | 41% | * | 25% | 7% | 20% | 14% | 6% | 10% | 5% |
| | 2019 | 26% | 21% | 22% | 15% | 17% | 31% | - | 58% | * | 25% | 3% | 11% | 25% | 11% | 18% | 22% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 63% | 47% | 61% | 77% | - | 84% | - | 80% | 27% | 60% | 66% | 52% | 60% | 29% |
| | 2019 | 68% | 66% | 77% | 68% | 75% | 78% | - | 96% | * | 71% | 33% | 71% | 79% | 67% | 74% | 72% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 28% | 19% | 25% | 41% | - | 48% | - | 70% | 14% | 20% | 29% | 25% | 24% | 6% |
| | 2019 | 38% | 32% | 43% | 34% | 39% | 50% | - | 78% | * | 29% | 15% | 21% | 46% | 34% | 39% | 38% |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 4% | 3% | 23% | - | 6% | - | 20% | 11% | 0% | 5% | 5% | 4% | 0% |
| | 2019 | 14% | 10% | 17% | 20% | 11% | 28% | - | 37% | * | 29% | 0% | 7% | 18% | 11% | 14% | 9% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 59% | 46% | 60% | 60% | - | 90% | * | 56% | 34% | * | 61% | 54% | 56% | 39% |
| | 2019 | 81% | 80% | 82% | 76% | 80% | 93% | - | 97% | * | 100% | 38% | * | 84% | 75% | 81% | 79% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 31% | 19% | 29% | 50% | - | 62% | * | 33% | 9% | * | 33% | 20% | 24% | 7% |
| | 2019 | 54% | 50% | 52% | 39% | 46% | 78% | - | 84% | * | 100% | 19% | * | 55% | 39% | 48% | 47% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| At Masters Grade Level | 2021 | 20% | 12% | 13% | 2% | 11% | 35% | - | 38% | * | 22% | 2% | * | 15% | 6% | 9% | 2% |
| | 2019 | 25% | 19% | 19% | 11% | 17% | 37% | - | 35% | * | 40% | 3% | * | 22% | 9% | 18% | 16% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 46% | 37% | 45% | 55% | - | 62% | * | 44% | 36% | * | 50% | 30% | 41% | 22% |
| | 2019 | 81% | 80% | 72% | 61% | 71% | 85% | - | 90% | * | 80% | 30% | * | 74% | 64% | 70% | 68% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 16% | 11% | 14% | 32% | - | 48% | * | 11% | 16% | * | 19% | 7% | 12% | 5% |
| | 2019 | 55% | 54% | 39% | 37% | 33% | 59% | - | 61% | * | 60% | 8% | * | 39% | 37% | 37% | 37% |
| At Masters Grade Level | 2021 | 29% | 21% | 6% | 9% | 3% | 23% | - | 24% | * | 0% | 9% | * | 8% | 1% | 4% | 0% |
| | 2019 | 33% | 30% | 23% | 19% | 19% | 34% | - | 39% | * | 60% | 3% | * | 25% | 13% | 20% | 21% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 75 | 72 | 72 | 85 | - | 90 | * | 71 | 72 | 68 | 75 | 75 | 74 | 73 |
| | 2018 | 76 | 77 | 70 | 58 | 70 | 75 | - | 77 | - | 100 | 45 | 78 | 71 | 68 | 71 | 73 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 54 | 46 | 53 | 64 | - | 75 | * | 8 | 39 | 58 | 56 | 46 | 52 | 53 |
| | 2018 | 67 | 65 | 47 | 48 | 48 | 45 | - | 43 | - | * | 26 | 25 | 46 | 51 | 48 | 49 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 75 | 72 | 75 | 74 | - | 79 | * | 60 | 67 | 80 | 78 | 60 | 72 | 77 |
| | 2018 | 79 | 78 | 79 | 80 | 80 | 76 | * | 82 | - | 75 | 84 | * | 79 | 81 | 80 | 80 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 87 | 91 | 85 | 91 | - | 90 | * | * | 81 | 83 | 87 | 86 | 86 | 89 |
| | 2018 | 81 | 86 | 78 | 83 | 77 | 73 | * | 85 | - | 90 | 79 | * | 78 | 80 | 78 | 77 |
| End of Course Algebra I | 2019 | 75 | 88 | 96 | 100 | 94 | 100 | - | 100 | - | * | - | * | 96 | 100 | 96 | 95 |
| | 2018 | 72 | 68 | 93 | 95 | 90 | 92 | - | 97 | - | 100 | * | * | 93 | 88 | 94 | 90 |
| All Grades Both Subjects | 2019 | 69 | 69 | 75 | 72 | 73 | 82 | - | 87 | * | 58 | 65 | 70 | 77 | 67 | 73 | 74 |
| | 2018 | 69 | 68 | 72 | 71 | 72 | 72 | * | 79 | - | 85 | 60 | 62 | 73 | 71 | 72 | 72 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 75 | 72 | 74 | 79 | - | 86 | * | 67 | 69 | 71 | 77 | 68 | 74 | 75 |
| | 2018 | 69 | 68 | 75 | 70 | 75 | 75 | * | 80 | - | 85 | 65 | 85 | 75 | 75 | 75 | 76 |
| All Grades Mathematics | 2019 | 70 | 70 | 75 | 72 | 73 | 85 | - | 88 | * | 50 | 61 | 68 | 77 | 67 | 72 | 74 |
| | 2018 | 70 | 69 | 70 | 71 | 68 | 69 | * | 79 | - | 86 | 55 | 38 | 70 | 67 | 69 | 67 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 60% | - | - | - | - | - | - | 37% | - | 36% | * | 35% | 63% | 37% | - |
| | 2019 | 78% | 76% | 82% | - | - | - | - | - | - | 41% | - | 41% | | 63% | | 47% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 29% | - | - | - | - | - | - | 13% | - | 12% | * | 5% | 32% | 11% | - |
| | 2019 | 50% | 45% | 49% | - | - | - | - | - | - | 7% | - | 7% | | 22% | | 11% | |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | - | - | - | - | - | - | 4% | - | 3% | * | 2% | 13% | 3% | - |
| | 2019 | 24% | 18% | 22% | - | - | - | - | - | - | 4% | - | 4% | | 5% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 64% | - | - | - | - | - | - | 40% | - | 39% | * | 38% | 68% | 39% | - |
| | 2019 | 75% | 72% | 86% | - | - | - | - | - | - | 53% | - | 53% | | 82% | | 61% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | - | - | - | - | - | - | 21% | - | 20% | * | 6% | 36% | 16% | - |
| | 2019 | 48% | 42% | 52% | - | - | - | - | - | - | 10% | - | 10% | | 12% | | 11% | |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | - | - | - | - | - | - | 3% | - | 2% | * | 6% | 18% | 4% | - |
| | 2019 | 21% | 15% | 26% | - | - | - | - | - | - | 2% | - | 2% | | 6% | | 3% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 61% | - | - | - | - | - | - | 47% | - | 46% | * | 35% | 63% | 43% | - |
| | 2019 | 82% | 82% | 85% | - | - | - | - | - | - | 49% | - | 49% | | 65% | | 53% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 31% | - | - | - | - | - | - | 15% | - | 13% | * | 6% | 34% | 11% | - |
| | 2019 | 52% | 47% | 52% | - | - | - | - | - | - | 6% | - | 6% | | 35% | | 14% | |
| At Masters Grade Level | 2021 | 18% | 11% | 12% | - | - | - | - | - | - | 8% | - | 7% | * | 0% | 13% | 5% | - |
| | 2019 | 26% | 21% | 22% | - | - | - | - | - | - | 4% | - | 4% | | 12% | | 6% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 63% | - | - | - | - | - | - | 29% | - | 27% | * | 30% | 68% | 29% | - |
| | 2019 | 68% | 66% | 77% | - | - | - | - | - | - | 26% | - | 26% | | 71% | | 35% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 28% | - | - | - | - | - | - | 10% | - | 7% | * | 0% | 31% | 6% | - |
| | 2019 | 38% | 32% | 43% | - | - | - | - | - | - | 4% | - | 4% | | 14% | | 6% | |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | - | - | - | - | - | - | 0% | - | 0% | * | 0% | 6% | 0% | - |
| | 2019 | 14% | 10% | 17% | - | - | - | - | - | - | 0% | - | 0% | | 0% | | 0% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 59% | - | - | - | - | - | - | 37% | - | 37% | - | 45% | 62% | 39% | - |
| | 2019 | 81% | 80% | 82% | - | - | - | - | - | - | 35% | - | 35% | | 56% | | 41% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 31% | - | - | - | - | - | - | 7% | - | 7% | - | 9% | 34% | 7% | - |
| | 2019 | 54% | 50% | 52% | - | - | - | - | - | - | 4% | - | 4% | | 33% | | 13% | |
| At Masters Grade Level | 2021 | 20% | 12% | 13% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | 14% | 2% | - |
| | 2019 | 25% | 19% | 19% | - | - | - | - | - | - | 4% | - | 4% | | 0% | | 3% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 46% | - | - | - | - | - | - | 20% | - | 20% | - | 27% | 49% | 22% | - |
| | 2019 | 81% | 80% | 72% | - | - | - | - | - | - | 22% | - | 22% | - | 22% | | 22% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 16% | - | - | - | - | - | - | 7% | - | 7% | - | 0% | 18% | 5% | - |
| | 2019 | 55% | 54% | 39% | - | - | - | - | - | - | 9% | - | 9% | - | 11% | | 9% | |
| At Masters Grade Level | 2021 | 29% | 21% | 6% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 7% | 0% | - |
| | 2019 | 33% | 30% | 23% | - | - | - | - | - | - | 9% | - | 9% | - | 0% | | 6% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 79% | 75% | 80% | 84% | - | 75% | * | 73% | 85% | 73% | 78% | 84% | 79% | 93% |
| Included in Accountability | 83% | 88% | 76% | 74% | 76% | 79% | - | 72% | * | 73% | 82% | 73% | 77% | 72% | 76% | 78% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | 2% | 2% | 5% | - | 2% | * | 0% | 2% | 0% | 1% | 8% | 2% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | 2% | * | 0% | 1% | 0% | 0% | 3% | 1% | 8% |
| Not Tested | 12% | 6% | 21% | 25% | 20% | 16% | - | 25% | * | 27% | 15% | 27% | 22% | 16% | 21% | 7% |
| Absent | 2% | 2% | 1% | 2% | 1% | 0% | - | 0% | * | 0% | 1% | 0% | 1% | 2% | 2% | 0% |
| Other | 10% | 4% | 20% | 23% | 19% | 16% | - | 25% | * | 27% | 14% | 27% | 21% | 14% | 19% | 7% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 100% | 98% | - | 100% | 100% | 100% | 100% | 100% | 99% | 100% | 99% | 100% |
| Included in Accountability | 94% | 94% | 95% | 91% | 97% | 90% | - | 90% | 100% | 100% | 98% | 95% | 98% | 85% | 95% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 3% | 8% | 2% | 6% | - | 4% | 0% | 0% | 2% | 5% | 1% | 10% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 1% | - | 5% | 0% | 0% | 0% | 0% | 0% | 4% | 1% | 3% |
| Not Tested | 1% | 1% | 1% | 0% | 0% | 2% | - | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 1% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 2% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | 98.8% | 98.9% | 97.7% | | * 99.4% | | * 98.0% | 98.7% | 98.9% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 95.8% | 95.5% | 95.8% | 94.4% | | - 97.9% | | * 95.8% | 95.6% | 95.5% | 95.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.3% | 7.8% | 4.4% | 9.0% | | * 2.9% | | * 12.5% | 4.4% | 5.1% | 2.9% |
| 2018-19 | 11.4% | 15.3% | 9.5% | 13.9% | 8.9% | 11.8% | | - 5.4% | | * 7.1% | 12.3% | 10.4% | 9.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | | * 0.0% | | * 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | | - 0.0% | | * 0.0% | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 981 | 100.0% | 50,547 | 5,359,040 | 982 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 469 | 47.8% | 7.8% | 7.9% | 470 | 47.9% | 7.8% | 7.8% |
| Grade 8 | 512 | 52.2% | 8.1% | 7.9% | 512 | 52.1% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 157 | 16.0% | 7.7% | 12.7% | 158 | 16.1% | 7.7% | 12.7% |
| Hispanic | 664 | 67.7% | 83.2% | 52.9% | 664 | 67.6% | 83.2% | 52.9% |
| White | 62 | 6.3% | 5.3% | 26.5% | 62 | 6.3% | 5.3% | 26.5% |
| American Indian | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |
| Asian | 75 | 7.6% | 3.0% | 4.7% | 75 | 7.6% | 3.0% | 4.7% |
| Pacific Islander | 2 | 0.2% | 0.1% | 0.2% | 2 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 20 | 2.0% | 0.7% | 2.7% | 20 | 2.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 460 | 46.9% | 48.5% | 48.9% | 460 | 46.8% | 48.5% | 48.9% |
| Male | 521 | 53.1% | 51.5% | 51.1% | 522 | 53.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 711 | 72.5% | 83.8% | 60.3% | 712 | 72.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 270 | 27.5% | 16.2% | 39.7% | 270 | 27.5% | 16.3% | 39.8% |
| Section 504 Students | 83 | 8.5% | 5.8% | 7.2% | 83 | 8.5% | 5.7% | 7.2% |
| EB Students/EL | 121 | 12.3% | 30.0% | 20.7% | 121 | 12.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 11 | 1.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 64 | 6.5% | 4.6% | 4.5% | 64 | 6.5% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 11 | 1.1% | 0.8% | 1.1% | 11 | 1.1% | 0.8% | 1.1% |
| Immigrant | 23 | 2.3% | 2.8% | 2.0% | 23 | 2.3% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 981 | 100.0% | 68.6% | 64.5% | 982 | 100.0% | 68.5% | 64.5% |
| Military Connected | 9 | 0.9% | 0.4% | 2.7% | 9 | 0.9% | 0.4% | 2.7% |
| At-Risk | 463 | 47.2% | 58.7% | 49.2% | 463 | 47.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 100 | 10.2% | 28.1% | 21.0% | 100 | 10.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 78 | 8.0% | 5.6% | 8.3% | 78 | 7.9% | 5.6% | 8.3% |
| Special Education | 101 | 10.3% | 11.9% | 11.1% | 102 | 10.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 101 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 43 | 42.6% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 6 | 5.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 31 | 30.7% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 21 | 20.8% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 109 | 10.4% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 26 | 2.5% | 2.2% | 2.8% | | | | |
| Hispanic | 58 | 5.5% | 10.6% | 7.1% | | | | |
| White | 10 | 0.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 10 | 0.9% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 5 | 0.5% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 9 | 9.9% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 11 | 10.5% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 87 | 11.7% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 41 | 8.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.2% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 20.1 | 14.9 | 15.7 |
| Foreign Languages | 24.3 | 19.5 | 17.8 |
| Mathematics | 22.0 | 16.4 | 16.9 |
| Science | 22.8 | 17.0 | 17.9 |
| Social Studies | 20.3 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 86.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 78.0 | 89.8% | 58.7% | 64.3% |
| Teachers | 66.1 | 76.1% | 45.1% | 49.6% |
| Professional Support | 7.8 | 9.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 4.0 | 4.6% | 2.3% | 3.0% |
| Educational Aides: | 8.9 | 10.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 35.5 | 40.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 8.0 | 12.1% | 9.9% | 11.1% |
| Hispanic | 13.0 | 19.7% | 38.0% | 28.4% |
| White | 41.1 | 62.2% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 3.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.0 | 3.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 21.0 | 31.8% | 24.8% | 23.8% |
| Females | 45.1 | 68.2% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 47.6 | 72.1% | 75.9% | 73.0% |
| Masters | 17.5 | 26.4% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.5% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 4.5% | 5.3% | 6.7% |
| 1-5 Years Experience | 29.0 | 43.9% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.6 | 22.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 10.5 | 15.8% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.0 | 6.1% | 9.8% | 13.0% |
| Over 30 Years Experience | 5.0 | 7.6% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.8 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.3 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.7 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.8 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,866 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,499 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,380 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$61,412 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$67,698 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,885 | \$60,082 | \$57,641 |
| Professional Support | \$68,713 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$95,303 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.9 | 1.4% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 5.5 | 8.3% | 1.4% | 1.8% |
| Regular Education | 50.1 | 75.8% | 63.3% | 71.0% |
| Special Education | 9.6 | 14.5% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THOMPSON INT (101917049) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BONDY INT

Campus Number: 101917051

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 7 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 69% | 62% | 62% | 42% | 61% | 69% | * | 85% | - | * | 31% | 80% | 64% | 50% | 59% | 35% |
| | 2019 | 76% | 74% | 81% | 82% | 79% | 88% | * | 97% | - | * | 34% | * | 82% | 74% | 78% | 76% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 43% | 26% | 42% | 48% | * | 65% | - | * | 29% | 80% | 47% | 23% | 40% | 21% |
| | 2019 | 49% | 43% | 55% | 53% | 50% | 76% | * | 86% | - | * | 22% | * | 58% | 40% | 48% | 47% |
| At Masters Grade Level | 2021 | 25% | 17% | 21% | 16% | 19% | 26% | * | 50% | - | * | 10% | 40% | 23% | 8% | 17% | 10% |
| | 2019 | 29% | 23% | 31% | 29% | 27% | 39% | * | 69% | - | * | 6% | * | 34% | 16% | 25% | 27% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 45% | 11% | 45% | 54% | * | 70% | - | * | 32% | 60% | 48% | 34% | 42% | 42% |
| | 2019 | 75% | 76% | 75% | 79% | 75% | 70% | * | 100% | - | * | 38% | * | 75% | 78% | 74% | 75% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 16% | 0% | 15% | 27% | * | 50% | - | * | 25% | 20% | 18% | 9% | 16% | 13% |
| | 2019 | 43% | 38% | 35% | 36% | 33% | 35% | * | 89% | - | * | 16% | * | 36% | 33% | 32% | 38% |
| At Masters Grade Level | 2021 | 12% | 5% | 3% | 0% | 3% | 4% | * | 20% | - | * | 7% | 0% | 4% | 2% | 3% | 6% |
| | 2019 | 17% | 9% | 4% | 0% | 4% | 9% | * | 22% | - | * | 6% | * | 5% | 3% | 4% | 6% |
| Grade 7 Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 53% | 53% | 33% | 52% | 53% | * | 83% | - | * | 31% | 70% | 55% | 43% | 48% | 18% |
| | 2019 | 70% | 67% | 74% | 72% | 71% | 83% | * | 97% | - | * | 28% | * | 75% | 66% | 69% | 69% |
| At Meets Grade Level or Above | 2021 | 33% | 21% | 21% | 22% | 19% | 33% | * | 33% | - | * | 24% | 30% | 22% | 13% | 17% | 5% |
| | 2019 | 42% | 34% | 40% | 28% | 35% | 60% | * | 76% | - | * | 9% | * | 43% | 25% | 35% | 35% |
| At Masters Grade Level | 2021 | 10% | 4% | 3% | 6% | 2% | 7% | * | 17% | - | * | 7% | 0% | 3% | 3% | 4% | 1% |
| | 2019 | 18% | 12% | 18% | 22% | 14% | 38% | * | 24% | - | * | 6% | * | 19% | 10% | 15% | 13% |
| Grade 8 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 79% | 63% | 77% | 88% | - | 95% | - | * | 34% | 78% | 81% | 69% | 77% | 52% |
| | 2019 | 86% | 84% | 89% | 69% | 90% | 88% | - | 96% | * | * | 54% | 83% | 91% | 81% | 87% | 89% |
| At Meets Grade Level or Above | 2021 | 46% | 39% | 49% | 38% | 47% | 58% | - | 71% | - | * | 25% | 22% | 51% | 33% | 46% | 16% |
| | 2019 | 55% | 47% | 58% | 38% | 58% | 67% | - | 71% | * | * | 32% | 0% | 61% | 45% | 53% | 51% |
| At Masters Grade Level | 2021 | 21% | 14% | 18% | 13% | 17% | 23% | - | 29% | - | * | 9% | 0% | 18% | 16% | 15% | 6% |
| | 2019 | 28% | 21% | 29% | 19% | 27% | 35% | - | 50% | * | * | 10% | 0% | 32% | 16% | 23% | 18% |
| Grade 8 Mathematics+ | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 62% | 66% | 78% | 56% | 77% | 87% | - | 100% | - | * | 35% | 83% | 80% | 65% | 77% | 55% |
| | 2019 | 88% | 90% | 96% | 94% | 96% | 98% | - | 100% | * | * | 73% | 86% | 96% | 95% | 95% | 96% |
| At Meets Grade Level or Above | 2021 | 36% | 35% | 49% | 33% | 46% | 62% | - | 83% | - | * | 23% | 42% | 51% | 37% | 45% | 20% |
| | 2019 | 57% | 58% | 69% | 71% | 66% | 78% | - | 88% | * | * | 41% | 57% | 70% | 62% | 64% | 69% |
| At Masters Grade Level | 2021 | 11% | 8% | 12% | 22% | 11% | 5% | - | 44% | - | * | 0% | 17% | 13% | 7% | 11% | 2% |
| | 2019 | 17% | 16% | 19% | 24% | 15% | 26% | - | 50% | * | * | 12% | 0% | 20% | 14% | 16% | 18% |
| Grade 8 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 60% | 72% | 63% | 70% | 77% | - | 90% | - | * | 34% | 75% | 73% | 62% | 69% | 51% |
| | 2019 | 81% | 78% | 83% | 63% | 81% | 94% | - | 93% | * | * | 49% | 60% | 85% | 71% | 80% | 78% |
| At Meets Grade Level or Above | 2021 | 43% | 31% | 40% | 50% | 36% | 54% | - | 80% | - | * | 28% | 50% | 42% | 24% | 36% | 19% |
| | 2019 | 51% | 44% | 48% | 38% | 45% | 62% | - | 71% | * | * | 27% | 20% | 51% | 33% | 43% | 37% |
| At Masters Grade Level | 2021 | 24% | 12% | 18% | 13% | 14% | 38% | - | 50% | - | * | 16% | 13% | 19% | 10% | 15% | 3% |
| | 2019 | 25% | 17% | 16% | 6% | 14% | 25% | - | 43% | * | * | 10% | 0% | 19% | 6% | 13% | 10% |
| Grade 8 Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 57% | 51% | 62% | 63% | 60% | 67% | - | 81% | - | * | 32% | 63% | 64% | 46% | 58% | 44% |
| | 2019 | 69% | 68% | 75% | 69% | 74% | 81% | - | 89% | * | * | 49% | 40% | 76% | 69% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 28% | 19% | 24% | 25% | 20% | 44% | - | 52% | - | * | 26% | 13% | 25% | 14% | 18% | 8% |
| | 2019 | 37% | 34% | 37% | 19% | 36% | 42% | - | 54% | * | * | 32% | 20% | 38% | 31% | 34% | 31% |
| At Masters Grade Level | 2021 | 14% | 6% | 7% | 13% | 5% | 10% | - | 29% | - | * | 3% | 13% | 7% | 2% | 4% | 2% |
| | 2019 | 21% | 17% | 15% | 13% | 14% | 13% | - | 32% | * | * | 7% | 20% | 16% | 8% | 13% | 13% |
| End of Course English I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2019 | 68% | 60% | * | - | * | - | - | - | - | - | - | - | * | - | - | - |
| At Meets Grade Level or Above | 2019 | 50% | 42% | * | - | * | - | - | - | - | - | - | - | * | - | - | - |
| At Masters Grade Level | 2019 | 11% | 6% | * | - | * | - | - | - | - | - | - | - | * | - | - | - |
| End of Course Algebra I | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 87% | 100% | * | 100% | 100% | - | 100% | - | * | * | * | 100% | 100% | 100% | 100% |
| | 2019 | 85% | 90% | 100% | * | 100% | 100% | - | 100% | - | * | - | - | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 41% | 57% | 97% | * | 96% | 100% | - | 100% | - | * | * | * | 96% | 100% | 94% | 100% |
| | 2019 | 61% | 73% | 96% | * | 95% | 100% | - | 100% | - | * | - | - | 96% | 100% | 97% | 97% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 23% | 29% | 78% | * | 75% | 74% | - | 100% | - | * | * | * | 78% | 75% | 74% | 83% |
| | 2019 | 37% | 46% | 86% | * | 86% | 79% | - | 93% | - | * | - | - | 87% | 86% | 86% | 87% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 67% | 42% | 65% | 73% | * | 89% | - | 85% | 33% | 75% | 69% | 53% | 63% | 43% |
| | 2019 | 78% | 76% | 83% | 76% | 82% | 88% | * | 96% | 67% | 72% | 48% | 71% | 84% | 77% | 80% | 80% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 38% | 24% | 35% | 51% | * | 67% | - | 63% | 26% | 41% | 41% | 23% | 34% | 16% |
| | 2019 | 50% | 45% | 51% | 41% | 48% | 63% | * | 77% | 17% | 44% | 27% | 32% | 54% | 40% | 46% | 46% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 11% | 13% | 21% | * | 42% | - | 26% | 8% | 16% | 16% | 8% | 13% | 5% |
| | 2019 | 24% | 18% | 22% | 18% | 19% | 29% | * | 47% | 0% | 17% | 8% | 3% | 24% | 12% | 18% | 17% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 71% | 48% | 69% | 78% | * | 90% | - | 88% | 32% | 79% | 72% | 59% | 67% | 43% |
| | 2019 | 75% | 72% | 85% | 76% | 84% | 88% | * | 96% | * | 80% | 45% | 78% | 87% | 78% | 82% | 82% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 46% | 30% | 45% | 52% | * | 68% | - | 63% | 28% | 53% | 49% | 28% | 43% | 19% |
| | 2019 | 48% | 42% | 57% | 45% | 54% | 71% | * | 79% | * | 40% | 27% | 22% | 60% | 43% | 50% | 49% |
| At Masters Grade Level | 2021 | 18% | 12% | 20% | 15% | 18% | 24% | * | 39% | - | 38% | 10% | 21% | 21% | 12% | 16% | 8% |
| | 2019 | 21% | 15% | 30% | 24% | 27% | 37% | * | 60% | * | 40% | 8% | 0% | 33% | 16% | 24% | 23% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 70% | 31% | 69% | 80% | * | 93% | - | 88% | 34% | 79% | 73% | 53% | 66% | 51% |
| | 2019 | 82% | 82% | 89% | 88% | 88% | 92% | * | 100% | * | 80% | 58% | 89% | 90% | 89% | 88% | 89% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 45% | 14% | 42% | 60% | * | 82% | - | 63% | 25% | 42% | 48% | 28% | 40% | 20% |
| | 2019 | 52% | 47% | 60% | 58% | 57% | 71% | * | 91% | * | 80% | 30% | 56% | 62% | 53% | 55% | 60% |
| At Masters Grade Level | 2021 | 18% | 11% | 20% | 10% | 18% | 20% | * | 59% | - | 38% | 5% | 21% | 22% | 9% | 17% | 7% |
| | 2019 | 26% | 21% | 22% | 18% | 19% | 29% | * | 57% | * | 20% | 10% | 0% | 24% | 13% | 18% | 20% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 53% | 33% | 52% | 53% | * | 83% | - | * | 31% | 70% | 55% | 43% | 48% | 18% |
| | 2019 | 68% | 66% | 74% | 72% | 71% | 83% | * | 97% | - | * | 28% | * | 75% | 66% | 69% | 69% |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | 22% | 19% | 33% | * | 33% | - | * | 24% | 30% | 22% | 13% | 17% | 5% |
| | 2019 | 38% | 32% | 40% | 28% | 35% | 60% | * | 76% | - | * | 9% | * | 43% | 25% | 35% | 35% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 6% | 2% | 7% | * | 17% | - | * | 7% | 0% | 3% | 3% | 4% | 1% |
| | 2019 | 14% | 10% | 18% | 22% | 14% | 38% | * | 24% | - | * | 6% | * | 19% | 10% | 15% | 13% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 72% | 63% | 70% | 77% | - | 90% | - | * | 34% | 75% | 73% | 62% | 69% | 51% |
| | 2019 | 81% | 80% | 83% | 63% | 81% | 94% | - | 93% | * | * | 49% | 60% | 85% | 71% | 80% | 78% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 40% | 50% | 36% | 54% | - | 80% | - | * | 28% | 50% | 42% | 24% | 36% | 19% |
| | 2019 | 54% | 50% | 48% | 38% | 45% | 62% | - | 71% | * | * | 27% | 20% | 51% | 33% | 43% | 37% |
| At Masters Grade Level | 2021 | 20% | 12% | 18% | 13% | 14% | 38% | - | 50% | - | * | 16% | 13% | 19% | 10% | 15% | 3% |
| | 2019 | 25% | 19% | 16% | 6% | 14% | 25% | - | 43% | * | * | 10% | 0% | 19% | 6% | 13% | 10% |
| All Grades Social Studies | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 62% | 63% | 60% | 67% | - | 81% | - | * | 32% | 63% | 64% | 46% | 58% | 44% |
| | 2019 | 81% | 80% | 75% | 69% | 74% | 81% | - | 89% | * | * | 49% | 40% | 76% | 69% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 24% | 25% | 20% | 44% | - | 52% | - | * | 26% | 13% | 25% | 14% | 18% | 8% |
| | 2019 | 55% | 54% | 37% | 19% | 36% | 42% | - | 54% | * | * | 32% | 20% | 38% | 31% | 34% | 31% |
| At Masters Grade Level | 2021 | 29% | 21% | 7% | 13% | 5% | 10% | - | 29% | - | * | 3% | 13% | 7% | 2% | 4% | 2% |
| | 2019 | 33% | 30% | 15% | 13% | 14% | 13% | - | 32% | * | * | 7% | 20% | 16% | 8% | 13% | 13% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 7 ELA/Reading | 2019 | 77 | 77 | 80 | 88 | 78 | 79 | * | 98 | - | * | 52 | * | 80 | 81 | 78 | 79 |
| | 2018 | 76 | 77 | 84 | 79 | 83 | 84 | - | 93 | - | * | 80 | * | 84 | 83 | 83 | 83 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 60 | 57 | 59 | 67 | * | 75 | - | - | 45 | * | 59 | 62 | 58 | 58 |
| | 2018 | 67 | 65 | 75 | 86 | 76 | 70 | - | 56 | - | * | 64 | 67 | 75 | 75 | 74 | 71 |
| Grade 8 ELA/Reading | 2019 | 77 | 75 | 75 | 70 | 75 | 71 | - | 79 | * | * | 61 | 80 | 76 | 74 | 75 | 74 |
| | 2018 | 79 | 78 | 82 | 79 | 82 | 84 | - | 73 | * | * | 76 | 80 | 81 | 86 | 81 | 85 |
| Grade 8 Mathematics | 2019 | 82 | 87 | 84 | 91 | 84 | 84 | - | 86 | * | * | 90 | 92 | 84 | 86 | 85 | 87 |
| | 2018 | 81 | 86 | 89 | 90 | 89 | 89 | - | 85 | * | * | 77 | 100 | 89 | 88 | 90 | 90 |
| End of Course Algebra I | 2019 | 75 | 88 | 97 | * | 96 | 100 | - | 100 | - | * | - | - | 97 | 100 | 97 | 97 |
| | 2018 | 72 | 68 | 100 | * | 100 | 100 | - | 100 | - | * | - | - | 100 | 100 | 100 | 100 |
| All Grades Both Subjects | 2019 | 69 | 69 | 78 | 78 | 77 | 79 | * | 88 | * | 67 | 64 | 81 | 78 | 77 | 76 | 77 |
| | 2018 | 69 | 68 | 84 | 84 | 84 | 84 | - | 84 | * | 100 | 73 | 80 | 84 | 83 | 83 | 84 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 78 | 80 | 77 | 75 | * | 88 | * | 80 | 57 | 75 | 78 | 77 | 76 | 77 |
| | 2018 | 69 | 68 | 83 | 79 | 83 | 84 | - | 83 | * | * | 78 | 78 | 83 | 84 | 82 | 84 |
| All Grades Mathematics | 2019 | 70 | 70 | 78 | 77 | 76 | 82 | * | 88 | * | * | 70 | 88 | 78 | 77 | 76 | 78 |
| | 2018 | 70 | 69 | 85 | 89 | 85 | 85 | - | 84 | * | * | 70 | 82 | 86 | 83 | 85 | 83 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 67% | - | - | - | - | - | - | 38% | - | 38% | - | 47% | 72% | 41% | 100% |
| | 2019 | 78% | 76% | 83% | - | - | - | - | - | - | 60% | - | 60% | - | 62% | | 60% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 38% | - | - | - | - | - | - | 13% | - | 13% | - | 15% | 43% | 14% | 100% |
| | 2019 | 50% | 45% | 51% | - | - | - | - | - | - | 23% | - | 23% | - | 18% | | 22% | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | - | - | - | - | - | - | 5% | - | 5% | - | 3% | 17% | 4% | 42% |
| | 2019 | 24% | 18% | 22% | - | - | - | - | - | - | 4% | - | 4% | - | 4% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 71% | - | - | - | - | - | - | 38% | - | 38% | - | 47% | 76% | 41% | * |
| | 2019 | 75% | 72% | 85% | - | - | - | - | - | - | 61% | - | 61% | - | 65% | | 62% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 46% | - | - | - | - | - | - | 20% | - | 20% | - | 10% | 52% | 16% | * |
| | 2019 | 48% | 42% | 57% | - | - | - | - | - | - | 22% | - | 22% | - | 19% | | 21% | |
| At Masters Grade Level | 2021 | 18% | 12% | 20% | - | - | - | - | - | - | 8% | - | 8% | - | 4% | 22% | 7% | * |
| | 2019 | 21% | 15% | 30% | - | - | - | - | - | - | 5% | - | 5% | - | 12% | | 6% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 70% | - | - | - | - | - | - | 44% | - | 44% | - | 60% | 74% | 50% | * |
| | 2019 | 82% | 82% | 89% | - | - | - | - | - | - | 78% | - | 78% | - | 77% | | 78% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 45% | - | - | - | - | - | - | 14% | - | 14% | - | 25% | 50% | 18% | * |
| | 2019 | 52% | 47% | 60% | - | - | - | - | - | - | 40% | - | 40% | - | 38% | | 40% | |
| At Masters Grade Level | 2021 | 18% | 11% | 20% | - | - | - | - | - | - | 7% | - | 7% | - | 4% | 22% | 6% | * |
| | 2019 | 26% | 21% | 22% | - | - | - | - | - | - | 5% | - | 5% | - | 4% | | 5% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 53% | - | - | - | - | - | - | 12% | - | 12% | - | 19% | 60% | 14% | * |
| | 2019 | 68% | 66% | 74% | - | - | - | - | - | - | 36% | - | 36% | - | 50% | | 38% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | - | - | - | - | - | - | 0% | - | 0% | - | 5% | 24% | 1% | * |
| | 2019 | 38% | 32% | 40% | - | - | - | - | - | - | 10% | - | 10% | - | 8% | | 10% | |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 3% | 0% | * |
| | 2019 | 14% | 10% | 18% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | | 0% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 72% | - | - | - | - | - | - | 53% | - | 53% | - | 46% | 76% | 50% | * |
| | 2019 | 81% | 80% | 83% | - | - | - | - | - | - | 59% | - | 59% | - | 43% | | 56% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 40% | - | - | - | - | - | - | 21% | - | 21% | - | 14% | 44% | 18% | * |
| | 2019 | 54% | 50% | 48% | - | - | - | - | - | - | 10% | - | 10% | - | 0% | | 8% | |
| At Masters Grade Level | 2021 | 20% | 12% | 18% | - | - | - | - | - | - | 3% | - | 3% | - | 4% | 21% | 3% | * |
| | 2019 | 25% | 19% | 16% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | | 0% | |
| All Grades Social Studies | | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| At Approaches Grade Level or Above | 2021 | 73% | 69% | 62% | - | - | - | - | - | - | 42% | - | 42% | - | 44% | 65% | 43% | * |
| | 2019 | 81% | 80% | 75% | - | - | - | - | - | - | 46% | - | 46% | - | 57% | | 48% | |
| At Meets Grade Level or Above | 2021 | 49% | 42% | 24% | - | - | - | - | - | - | 3% | - | 3% | - | 11% | 27% | 6% | * |
| | 2019 | 55% | 54% | 37% | - | - | - | - | - | - | 14% | - | 14% | - | 7% | | 12% | |
| At Masters Grade Level | 2021 | 29% | 21% | 7% | - | - | - | - | - | - | 3% | - | 3% | - | 0% | 7% | 2% | * |
| | 2019 | 33% | 30% | 15% | - | - | - | - | - | - | 5% | - | 5% | - | 0% | | 4% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 90% | 76% | 90% | 91% | * | 90% | - | 88% | 96% | 96% | 90% | 87% | 89% | 96% |
| Included in Accountability | 83% | 88% | 85% | 69% | 86% | 87% | * | 83% | - | 68% | 89% | 90% | 88% | 68% | 83% | 81% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 7% | 3% | 4% | * | 2% | - | 20% | 6% | 0% | 2% | 11% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | * | 5% | - | 0% | 2% | 6% | 0% | 8% | 2% | 8% |
| Not Tested | 12% | 6% | 10% | 24% | 10% | 9% | * | 10% | - | 13% | 4% | 4% | 10% | 13% | 11% | 4% |
| Absent | 2% | 2% | 3% | 7% | 3% | 3% | * | 2% | - | 5% | 1% | 4% | 3% | 5% | 4% | 2% |
| Other | 10% | 4% | 7% | 17% | 6% | 6% | * | 9% | - | 8% | 3% | 0% | 6% | 8% | 7% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 97% | * | 100% | 100% | 100% | 99% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 94% | 94% | 95% | 83% | 96% | 94% | * | 93% | 100% | 100% | 93% | 91% | 98% | 84% | 96% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 3% | 17% | 3% | 3% | * | 6% | 0% | 0% | 5% | 9% | 1% | 12% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | * | 2% | 0% | 0% | 1% | 0% | 0% | 3% | 1% | 1% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 3% | * | 0% | 0% | 0% | 1% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 0% | 0% | 3% | * | 0% | 0% | 0% | 1% | 0% | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | 98.1% | 98.9% | 98.7% | * | 99.9% | * | * | 98.3% | 98.6% | 98.8% |
| 2018-19 | 95.4% | 94.4% | 95.8% | 95.6% | 95.7% | 95.1% | * | 98.4% | * | * | 94.7% | 95.4% | 96.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.1% | 12.2% | 4.9% | 7.8% | * | 0.0% | * | 0.0% | 9.5% | 6.8% | 4.8% |
| 2018-19 | 11.4% | 15.3% | 11.5% | 17.4% | 11.8% | 14.5% | * | 0.0% | * | * | 18.2% | 13.3% | 13.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | 0.0% | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | 0.0% | * | * | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 999 | 100.0% | 50,547 | 5,359,040 | 999 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 509 | 51.0% | 7.8% | 7.9% | 509 | 51.0% | 7.8% | 7.8% |
| Grade 8 | 490 | 49.0% | 8.1% | 7.9% | 490 | 49.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 45 | 4.5% | 7.7% | 12.7% | 45 | 4.5% | 7.7% | 12.7% |
| Hispanic | 793 | 79.4% | 83.2% | 52.9% | 793 | 79.4% | 83.2% | 52.9% |
| White | 104 | 10.4% | 5.3% | 26.5% | 104 | 10.4% | 5.3% | 26.5% |
| American Indian | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |
| Asian | 49 | 4.9% | 3.0% | 4.7% | 49 | 4.9% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.1% | 0.1% | 0.2% | 1 | 0.1% | 0.1% | 0.2% |
| Two or More Races | 6 | 0.6% | 0.7% | 2.7% | 6 | 0.6% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 466 | 46.6% | 48.5% | 48.9% | 466 | 46.6% | 48.5% | 48.9% |
| Male | 533 | 53.4% | 51.5% | 51.1% | 533 | 53.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 700 | 70.1% | 83.8% | 60.3% | 700 | 70.1% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 299 | 29.9% | 16.2% | 39.7% | 299 | 29.9% | 16.3% | 39.8% |
| Section 504 Students | 82 | 8.2% | 5.8% | 7.2% | 82 | 8.2% | 5.7% | 7.2% |
| EB Students/EL | 157 | 15.7% | 30.0% | 20.7% | 157 | 15.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 14 | 1.4% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 58 | 5.8% | 4.6% | 4.5% | 58 | 5.8% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 0.4% | 0.8% | 1.1% | 4 | 0.4% | 0.8% | 1.1% |
| Immigrant | 14 | 1.4% | 2.8% | 2.0% | 14 | 1.4% | 2.8% | 2.0% |
| Migrant | 3 | 0.3% | 0.2% | 0.3% | 3 | 0.3% | 0.2% | 0.3% |
| Title I | 999 | 100.0% | 68.6% | 64.5% | 999 | 100.0% | 68.5% | 64.5% |
| Military Connected | 5 | 0.5% | 0.4% | 2.7% | 5 | 0.5% | 0.4% | 2.7% |
| At-Risk | 404 | 40.4% | 58.7% | 49.2% | 404 | 40.4% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 125 | 12.5% | 28.1% | 21.0% | 125 | 12.5% | 28.0% | 20.9% |
| Gifted and Talented Education | 95 | 9.5% | 5.6% | 8.3% | 95 | 9.5% | 5.6% | 8.3% |
| Special Education | 100 | 10.0% | 11.9% | 11.1% | 100 | 10.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 100 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 42 | 42.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | ** | ** | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 34 | 34.0% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 99 | 9.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 7 | 0.7% | 2.2% | 2.8% | | | | |
| Hispanic | 77 | 7.5% | 10.6% | 7.1% | | | | |
| White | 9 | 0.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 6 | 0.6% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 9 | 12.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 24 | 14.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 81 | 11.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 52 | 10.1% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | 0.7% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 0.0% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 18.7 | 14.9 | 15.7 |
| Foreign Languages | 24.6 | 19.5 | 17.8 |
| Mathematics | 18.8 | 16.4 | 16.9 |
| Science | 22.4 | 17.0 | 17.9 |
| Social Studies | 22.4 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 86.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 73.5 | 85.1% | 58.7% | 64.3% |
| Teachers | 63.7 | 73.8% | 45.1% | 49.6% |
| Professional Support | 6.4 | 7.5% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.3 | 3.8% | 2.3% | 3.0% |
| Educational Aides: | 12.9 | 14.9% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 1.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 1.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 36.1 | 41.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.2 | 11.2% | 9.9% | 11.1% |
| Hispanic | 13.4 | 21.0% | 38.0% | 28.4% |
| White | 41.2 | 64.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.6% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 19.5 | 30.7% | 24.8% | 23.8% |
| Females | 44.2 | 69.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 49.2 | 77.2% | 75.9% | 73.0% |
| Masters | 13.5 | 21.3% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.6% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 8.0 | 12.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 16.0 | 25.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 15.0 | 23.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 17.3 | 27.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.0 | 6.3% | 9.8% | 13.0% |
| Over 30 Years Experience | 3.4 | 5.3% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 15.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 5.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 5.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.7 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.7 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.8 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,964 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,948 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,559 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$59,805 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,508 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$67,157 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,738 | \$60,082 | \$57,641 |
| Professional Support | \$70,526 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$96,333 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.7 | 1.1% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 2.0 | 3.1% | 1.4% | 1.8% |
| Regular Education | 47.9 | 75.2% | 63.3% | 71.0% |
| Special Education | 13.1 | 20.6% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BONDY INT (101917051) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THE SUMMIT (INTERMEDIATE)

Campus Number: 101917055

2021 Accountability Rating: Not Rated

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Texas Education Agency
2018-19 STAAR Performance (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 Progress (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

This campus is not rated on Progress (TAPR).

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 69% | * | 68% | 71% | - | - | - | - | 50% | * | 67% | 77% | 72% | 88% |
| Included in Accountability | 83% | 88% | 0% | * | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| Not Included in Accountability: Mobile | 3% | 3% | 68% | * | 67% | 71% | - | - | - | - | 42% | * | 65% | 77% | 71% | 84% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | * | 1% | 0% | - | - | - | - | 8% | * | 2% | 0% | 1% | 3% |
| Not Tested | 12% | 6% | 31% | * | 32% | 29% | - | - | - | - | 50% | * | 33% | 23% | 28% | 13% |
| Absent | 2% | 2% | 31% | * | 32% | 29% | - | - | - | - | 50% | * | 33% | 23% | 28% | 13% |
| Other | 10% | 4% | 0% | * | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 90.7% | 89.6% | 90.8% | * | - | * | - | * | 89.6% | 90.3% | 91.9% |
| 2018-19 | 95.4% | 94.4% | 79.3% | 74.3% | 79.2% | * | * | * | - | * | 79.4% | 79.1% | 79.4% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 36.2% | 34.8% | 36.2% | 50.0% | - | * | - | * | 42.9% | 38.6% | 40.5% |
| 2018-19 | 11.4% | 15.3% | 60.5% | 72.0% | 60.2% | 42.9% | * | * | - | * | 69.0% | 61.4% | 58.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | 0.0% | 0.0% | 0.0% | 0.0% | - | * | - | * | 0.0% | 0.0% | 0.0% |
| 2018-19 | 0.4% | 0.1% | 0.0% | 0.0% | 0.0% | 0.0% | * | * | - | * | 0.0% | 0.0% | 0.0% |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 12 | 100.0% | 50,547 | 5,359,040 | 12 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 1 | 8.3% | 7.0% | 7.4% | 1 | 8.3% | 7.0% | 7.4% |
| Grade 6 | 2 | 16.7% | 7.8% | 7.7% | 2 | 16.7% | 7.8% | 7.7% |
| Grade 7 | 2 | 16.7% | 7.8% | 7.9% | 2 | 16.7% | 7.8% | 7.8% |
| Grade 8 | 7 | 58.3% | 8.1% | 7.9% | 7 | 58.3% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 0 | 0.0% | 7.7% | 12.7% | 0 | 0.0% | 7.7% | 12.7% |
| Hispanic | 11 | 91.7% | 83.2% | 52.9% | 11 | 91.7% | 83.2% | 52.9% |
| White | 1 | 8.3% | 5.3% | 26.5% | 1 | 8.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 5 | 41.7% | 48.5% | 48.9% | 5 | 41.7% | 48.5% | 48.9% |
| Male | 7 | 58.3% | 51.5% | 51.1% | 7 | 58.3% | 51.5% | 51.1% |
| Economically Disadvantaged | 11 | 91.7% | 83.8% | 60.3% | 11 | 91.7% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 1 | 8.3% | 16.2% | 39.7% | 1 | 8.3% | 16.3% | 39.8% |
| Section 504 Students | 3 | 25.0% | 5.8% | 7.2% | 3 | 25.0% | 5.7% | 7.2% |
| EB Students/EL | 7 | 58.3% | 30.0% | 20.7% | 7 | 58.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 47 | 24.7% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 2 | 16.7% | 4.6% | 4.5% | 2 | 16.7% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 0 | 0.0% | 2.8% | 2.0% | 0 | 0.0% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 0 | 0.0% | 68.6% | 64.5% | 0 | 0.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 12 | 100.0% | 58.7% | 49.2% | 12 | 100.0% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 7 | 58.3% | 28.1% | 21.0% | 7 | 58.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 0 | 0.0% | 5.6% | 8.3% | 0 | 0.0% | 5.6% | 8.3% |
| Special Education | 3 | 25.0% | 11.9% | 11.1% | 3 | 25.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | * | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | * | * | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 0 | 0.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 0 | 0.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 189 | 99.5% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 25 | 13.2% | 2.2% | 2.8% | | | | |
| Hispanic | 151 | 79.5% | 10.6% | 7.1% | | | | |
| White | 10 | 5.3% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 2 | 1.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.5% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 27 | 96.4% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 37 | 97.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 167 | 99.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | - | - | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | 0.0% | 0.5% | 0.3% | 0.0% | 0.0% | 0.3% |
| Grade 8 | 2.3% | 0.1% | 0.2% | 0.0% | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 1.0 | 17.0 | 19.8 |
| Grade 6 | 1.0 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | 1.7 | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | 1.6 | 16.4 | 16.9 |
| Science | 1.6 | 17.0 | 17.9 |
| Social Studies | 1.6 | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 9.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 9.1 | 100.0% | 58.7% | 64.3% |
| Teachers | 9.1 | 100.0% | 45.1% | 49.6% |
| Professional Support | 0.0 | 0.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 0.0 | 0.0% | 2.3% | 3.0% |
| Educational Aides: | 0.0 | 0.0% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 0.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 0.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 6.1 | 67.0% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.1 | 23.2% | 9.9% | 11.1% |
| Hispanic | 4.0 | 43.9% | 38.0% | 28.4% |
| White | 3.0 | 33.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 6.0 | 65.8% | 24.8% | 23.8% |
| Females | 3.1 | 34.2% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 8.0 | 87.8% | 75.9% | 73.0% |
| Masters | 1.1 | 12.2% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 10.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 4.0 | 44.0% | 30.1% | 27.8% |
| 6-10 Years Experience | 3.1 | 34.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 1.0 | 11.0% | 28.3% | 29.1% |
| 21-30 Years Experience | 0.0 | 0.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 1.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 0.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 0.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 0.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 0.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 5.3 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 4.8 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$48,288 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,331 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,057 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,383 | \$61,264 | \$59,900 |
| 21-30 Years Experience | - | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$57,834 | \$60,082 | \$57,641 |
| Professional Support | - | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | - | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 7.6 | 83.1% | 63.3% | 71.0% |
| Special Education | 1.5 | 16.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THE SUMMIT (INTERMEDIATE) (101917055) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BAILEY EL

Campus Number: 101917101

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 46% | * | 44% | 83% | - | - | - | - | 6% | * | 45% | 50% | 44% | 43% |
| | 2019 | 76% | 80% | 75% | * | 74% | * | - | - | - | - | 46% | * | 74% | 76% | 73% | 76% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 20% | * | 20% | 33% | - | - | - | - | 0% | * | 24% | 0% | 17% | 19% |
| | 2019 | 45% | 42% | 36% | * | 35% | * | - | - | - | - | 23% | * | 37% | 29% | 33% | 35% |
| At Masters Grade Level | 2021 | 19% | 12% | 13% | * | 13% | 17% | - | - | - | - | 0% | * | 15% | 0% | 11% | 14% |
| | 2019 | 27% | 23% | 24% | * | 23% | * | - | - | - | - | 0% | * | 24% | 24% | 21% | 24% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 37% | * | 36% | 67% | - | - | - | - | 13% | * | 38% | 31% | 36% | 43% |
| | 2019 | 79% | 78% | 65% | * | 62% | * | - | - | - | - | 54% | * | 65% | 65% | 61% | 67% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 10% | * | 9% | 17% | - | - | - | - | 0% | * | 11% | 0% | 8% | 10% |
| | 2019 | 49% | 41% | 29% | * | 28% | * | - | - | - | - | 23% | * | 31% | 18% | 25% | 37% |
| At Masters Grade Level | 2021 | 14% | 6% | 3% | * | 3% | 0% | - | - | - | - | 0% | * | 3% | 0% | 2% | 5% |
| | 2019 | 25% | 17% | 12% | * | 11% | * | - | - | - | - | 0% | * | 13% | 6% | 10% | 14% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 67% | * | 67% | 80% | * | - | - | * | 35% | * | 71% | 50% | 65% | 73% |
| | 2019 | 75% | 77% | 83% | * | 83% | * | - | * | - | - | 43% | 80% | 84% | 75% | 81% | 88% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 39% | * | 37% | 60% | * | - | - | * | 29% | * | 39% | 36% | 37% | 44% |
| | 2019 | 44% | 41% | 56% | * | 57% | * | - | * | - | - | 29% | 60% | 58% | 45% | 53% | 67% |
| At Masters Grade Level | 2021 | 17% | 8% | 19% | * | 18% | 20% | * | - | - | * | 0% | * | 22% | 9% | 17% | 29% |
| | 2019 | 22% | 17% | 25% | * | 27% | * | - | * | - | - | 7% | 60% | 25% | 25% | 24% | 30% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 70% | * | 69% | 80% | * | - | - | * | 41% | * | 70% | 68% | 69% | 79% |
| | 2019 | 75% | 75% | 79% | * | 80% | * | - | * | - | - | 57% | 80% | 81% | 65% | 78% | 88% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 43% | * | 42% | 60% | * | - | - | * | 24% | * | 46% | 32% | 41% | 52% |
| | 2019 | 48% | 40% | 53% | * | 57% | * | - | * | - | - | 36% | 60% | 55% | 45% | 52% | 63% |
| At Masters Grade Level | 2021 | 21% | 10% | 24% | * | 22% | 40% | * | - | - | * | 0% | * | 26% | 14% | 23% | 33% |
| | 2019 | 28% | 18% | 25% | * | 26% | * | - | * | - | - | 7% | 20% | 25% | 20% | 23% | 33% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 55% | * | 54% | 60% | * | - | - | * | 29% | * | 57% | 45% | 52% | 65% |
| | 2019 | 67% | 66% | 79% | * | 81% | * | - | * | - | - | 43% | 60% | 81% | 70% | 77% | 91% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 33% | * | 31% | 60% | * | - | - | * | 29% | * | 34% | 27% | 30% | 33% |
| | 2019 | 35% | 30% | 46% | * | 49% | * | - | * | - | - | 29% | 20% | 50% | 30% | 44% | 58% |
| At Masters Grade Level | 2021 | 8% | 4% | 13% | * | 11% | 20% | * | - | - | * | 6% | * | 14% | 9% | 10% | 10% |
| | 2019 | 11% | 8% | 17% | * | 18% | * | - | * | - | - | 7% | 0% | 18% | 10% | 18% | 27% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 25% | 54% | 74% | * | - | - | * | 25% | 28% | 56% | 50% | 53% | 61% |
| | 2019 | 78% | 76% | 76% | 60% | 76% | 86% | - | * | - | - | 49% | 65% | 77% | 70% | 74% | 83% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 29% | 0% | 28% | 44% | * | - | - | * | 17% | 6% | 30% | 21% | 26% | 32% |
| | 2019 | 50% | 45% | 44% | 25% | 46% | 29% | - | * | - | - | 28% | 41% | 46% | 34% | 42% | 54% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 0% | 13% | 19% | * | - | - | * | 1% | 0% | 16% | 7% | 12% | 19% |
| | 2019 | 24% | 18% | 21% | 15% | 21% | 14% | - | * | - | - | 4% | 24% | 21% | 17% | 19% | 26% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | * | 55% | 82% | * | - | - | * | 21% | 29% | 58% | 50% | 54% | 59% |
| | 2019 | 75% | 72% | 79% | 75% | 79% | 83% | - | * | - | - | 44% | 67% | 79% | 76% | 77% | 83% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 29% | * | 28% | 45% | * | - | - | * | 15% | 0% | 31% | 21% | 26% | 32% |
| | 2019 | 48% | 42% | 46% | 38% | 47% | 50% | - | * | - | - | 26% | 50% | 48% | 38% | 44% | 53% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | * | 16% | 18% | * | - | - | * | 0% | 0% | 18% | 5% | 14% | 22% |
| | 2019 | 21% | 15% | 25% | 25% | 25% | 17% | - | * | - | - | 4% | 50% | 25% | 24% | 23% | 27% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | * | 52% | 73% | * | - | - | * | 27% | 29% | 53% | 53% | 52% | 62% |
| | 2019 | 82% | 82% | 72% | 63% | 71% | 100% | - | * | - | - | 56% | 67% | 73% | 65% | 70% | 79% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 26% | * | 25% | 36% | * | - | - | * | 12% | 14% | 28% | 18% | 24% | 32% |
| | 2019 | 52% | 47% | 42% | 25% | 43% | 17% | - | * | - | - | 30% | 50% | 43% | 32% | 39% | 52% |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | * | 12% | 18% | * | - | - | * | 0% | 0% | 14% | 8% | 12% | 20% |
| | 2019 | 26% | 21% | 19% | 13% | 19% | 17% | - | * | - | - | 4% | 17% | 20% | 14% | 17% | 25% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 55% | * | 54% | 60% | * | - | - | * | 29% | * | 57% | 45% | 52% | 65% |
| | 2019 | 68% | 66% | 79% | * | 81% | * | - | * | - | - | 43% | 60% | 81% | 70% | 77% | 91% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 33% | * | 31% | 60% | * | - | - | * | 29% | * | 34% | 27% | 30% | 33% |
| | 2019 | 38% | 32% | 46% | * | 49% | * | - | * | - | - | 29% | 20% | 50% | 30% | 44% | 58% |
| At Masters Grade Level | 2021 | 9% | 4% | 13% | * | 11% | 20% | * | - | - | * | 6% | * | 14% | 9% | 10% | 10% |
| | 2019 | 14% | 10% | 17% | * | 18% | * | - | * | - | - | 7% | 0% | 18% | 10% | 18% | 27% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 65 | * | 66 | * | - | * | - | - | 20 | * | 64 | 73 | 65 | 73 |
| | 2018 | 63 | 61 | 68 | * | 68 | 67 | - | - | - | - | 61 | - | 71 | 57 | 65 | 71 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 73 | * | 74 | * | - | * | - | - | 50 | 60 | 72 | 76 | 73 | 82 |
| | 2018 | 65 | 61 | 77 | * | 77 | 83 | - | - | - | - | 67 | - | 79 | 68 | 76 | 79 |
| All Grades Both Subjects | 2019 | 69 | 69 | 69 | 25 | 71 | * | - | * | - | - | 36 | 69 | 68 | 75 | 69 | 78 |
| | 2018 | 69 | 68 | 73 | * | 73 | 75 | - | - | - | - | 64 | - | 75 | 63 | 71 | 76 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 65 | * | 66 | * | - | * | - | - | 20 | * | 64 | 73 | 65 | 73 |
| | 2018 | 69 | 68 | 68 | * | 68 | 67 | - | - | - | - | 61 | - | 71 | 57 | 65 | 71 |
| All Grades Mathematics | 2019 | 70 | 70 | 73 | * | 74 | * | - | * | - | - | 50 | 60 | 72 | 76 | 73 | 82 |
| | 2018 | 70 | 69 | 77 | * | 77 | 83 | - | - | - | - | 67 | - | 79 | 68 | 76 | 79 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 62% | - | 42% | 86% | - | - | - | - | - | - | 60% | 50% | 61% | - |
| | 2019 | 78% | 76% | 76% | 87% | - | 80% | 99% | - | - | - | - | - | - | 66% | | 83% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 29% | 33% | - | 13% | 57% | - | - | - | - | - | - | 30% | 26% | 32% | - |
| | 2019 | 50% | 45% | 44% | 55% | - | 37% | 86% | - | - | - | - | - | - | 38% | | 52% | |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 20% | - | 9% | 34% | - | - | - | - | - | - | 5% | 11% | 19% | - |
| | 2019 | 24% | 18% | 21% | 28% | - | 10% | 58% | - | - | - | - | - | - | 14% | | 25% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | 58% | - | 37% | 84% | - | - | - | - | - | - | 71% | 55% | 59% | - |
| | 2019 | 75% | 72% | 79% | 85% | - | 76% | 100% | - | - | - | - | - | - | 75% | | 83% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 29% | 31% | - | 11% | 57% | - | - | - | - | - | - | 43% | 27% | 32% | - |
| | 2019 | 48% | 42% | 46% | 54% | - | 36% | 85% | - | - | - | - | - | - | 40% | | 51% | |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 23% | - | 9% | 41% | - | - | - | - | - | - | 14% | 12% | 22% | - |
| | 2019 | 21% | 15% | 25% | 27% | - | 12% | 55% | - | - | - | - | - | - | 20% | | 26% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | 63% | - | 43% | 86% | - | - | - | - | - | - | 57% | 47% | 62% | - |
| | 2019 | 82% | 82% | 72% | 82% | - | 74% | 97% | - | - | - | - | - | - | 60% | | 78% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 26% | 33% | - | 15% | 54% | - | - | - | - | - | - | 29% | 22% | 32% | - |
| | 2019 | 52% | 47% | 42% | 52% | - | 34% | 82% | - | - | - | - | - | - | 40% | | 50% | |
| At Masters Grade Level | 2021 | 18% | 11% | 13% | 22% | - | 11% | 35% | - | - | - | - | - | - | 0% | 8% | 20% | - |
| | 2019 | 26% | 21% | 19% | 27% | - | 12% | 55% | - | - | - | - | - | - | 10% | | 24% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 55% | 67% | - | 48% | 89% | - | - | - | - | - | - | 50% | 48% | 65% | - |
| | 2019 | 68% | 66% | 79% | 98% | - | 97% | 100% | - | - | - | - | - | - | 60% | | 92% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 33% | 36% | - | 13% | 63% | - | - | - | - | - | - | 17% | 33% | 33% | - |
| | 2019 | 38% | 32% | 46% | 63% | - | 44% | 95% | - | - | - | - | - | - | 30% | | 58% | |
| At Masters Grade Level | 2021 | 9% | 4% | 13% | 12% | - | 4% | 21% | - | - | - | - | - | - | 0% | 15% | 10% | - |
| | 2019 | 14% | 10% | 17% | 29% | - | 3% | 70% | - | - | - | - | - | - | 10% | | 26% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 100% | 100% | 100% | - | - | 100% | 100% | 100% | 100% | 98% | 100% | 100% |
| Included in Accountability | 83% | 88% | 92% | 62% | 95% | 77% | 50% | - | - | 60% | 90% | 100% | 96% | 77% | 93% | 93% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | 38% | 5% | 23% | 50% | - | - | 40% | 10% | 0% | 3% | 22% | 7% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 0% | 0% | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 12% | 6% | 0% | 0% | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 2% | 0% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 2% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 100% | - | * | - | - | 99% | 100% | 99% | 99% | 99% | 100% |
| Included in Accountability | 94% | 94% | 93% | 83% | 94% | 78% | - | * | - | - | 91% | 100% | 98% | 76% | 94% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 17% | 4% | 22% | - | * | - | - | 7% | 0% | 2% | 17% | 4% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | * | - | - | 1% | 0% | 0% | 6% | 1% | 3% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 0% | - | * | - | - | 1% | 0% | 1% | 1% | 1% | 0% |
| Absent | 1% | 1% | 1% | 0% | 1% | 0% | - | * | - | - | 1% | 0% | 1% | 1% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.5% | 96.3% | 98.5% | 98.7% | - | * | - | * | 98.3% | 98.4% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.7% | 96.3% | 95.7% | 95.0% | - | * | - | * | 94.4% | 95.6% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 7.9% | 14.3% | 7.8% | 7.1% | - | * | - | * | 10.3% | 8.1% | 5.0% |
| 2018-19 | 11.4% | 15.3% | 12.8% | 4.2% | 12.9% | 18.8% | - | * | - | * | 17.1% | 13.6% | 7.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 588 | 100.0% | 50,547 | 5,359,040 | 590 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 2 | 0.3% | 0.3% | 0.3% | 4 | 0.7% | 0.3% | 0.4% |
| Pre-Kindergarten | 56 | 9.5% | 3.8% | 3.7% | 56 | 9.5% | 3.7% | 3.7% |
| Kindergarten | 100 | 17.0% | 6.4% | 6.7% | 100 | 16.9% | 6.4% | 6.7% |
| Grade 1 | 108 | 18.4% | 6.8% | 7.1% | 108 | 18.3% | 6.8% | 7.1% |
| Grade 2 | 92 | 15.6% | 6.7% | 7.1% | 92 | 15.6% | 6.7% | 7.1% |
| Grade 3 | 118 | 20.1% | 6.9% | 7.1% | 118 | 20.0% | 6.9% | 7.1% |
| Grade 4 | 112 | 19.0% | 7.1% | 7.2% | 112 | 19.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 13 | 2.2% | 7.7% | 12.7% | 13 | 2.2% | 7.7% | 12.7% |
| Hispanic | 535 | 91.0% | 83.2% | 52.9% | 537 | 91.0% | 83.2% | 52.9% |
| White | 39 | 6.6% | 5.3% | 26.5% | 39 | 6.6% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.2% | 3.0% | 4.7% | 1 | 0.2% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 275 | 46.8% | 48.5% | 48.9% | 275 | 46.6% | 48.5% | 48.9% |
| Male | 313 | 53.2% | 51.5% | 51.1% | 315 | 53.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 528 | 89.8% | 83.8% | 60.3% | 529 | 89.7% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 60 | 10.2% | 16.2% | 39.7% | 61 | 10.3% | 16.3% | 39.8% |
| Section 504 Students | 20 | 3.4% | 5.8% | 7.2% | 20 | 3.4% | 5.7% | 7.2% |
| EB Students/EL | 212 | 36.1% | 30.0% | 20.7% | 212 | 35.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 13 | 2.2% | 4.6% | 4.5% | 13 | 2.2% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 0.7% | 0.8% | 1.1% | 4 | 0.7% | 0.8% | 1.1% |
| Immigrant | 4 | 0.7% | 2.8% | 2.0% | 4 | 0.7% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 588 | 100.0% | 68.6% | 64.5% | 590 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.7% | 0.4% | 2.7% | 4 | 0.7% | 0.4% | 2.7% |
| At-Risk | 312 | 53.1% | 58.7% | 49.2% | 312 | 52.9% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 269 | 45.7% | 28.1% | 21.0% | 269 | 45.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 17 | 2.9% | 5.6% | 8.3% | 17 | 2.9% | 5.6% | 8.3% |
| Special Education | 73 | 12.4% | 11.9% | 11.1% | 75 | 12.7% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 73 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 15 | 20.5% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 24 | 32.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 20 | 27.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 74 | 14.8% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 10 | 2.0% | 2.2% | 2.8% | | | | |
| Hispanic | 58 | 11.6% | 10.6% | 7.1% | | | | |
| White | 6 | 1.2% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 9.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 25 | 12.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 68 | 15.7% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 101 | 19.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 6.1% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.2 | 17.4 | 17.7 |
| Grade 1 | 17.6 | 17.9 | 18.0 |
| Grade 2 | 15.1 | 16.4 | 18.0 |
| Grade 3 | 18.8 | 17.4 | 18.2 |
| Grade 4 | 16.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 74.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 56.9 | 76.8% | 58.7% | 64.3% |
| Teachers | 48.7 | 65.6% | 45.1% | 49.6% |
| Professional Support | 6.3 | 8.5% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.7% | 2.3% | 3.0% |
| Educational Aides: | 17.2 | 23.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 47.3 | 63.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 6.2% | 9.9% | 11.1% |
| Hispanic | 22.0 | 45.2% | 38.0% | 28.4% |
| White | 22.7 | 46.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.1% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 4.1% | 24.8% | 23.8% |
| Females | 46.7 | 95.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 42.8 | 87.9% | 75.9% | 73.0% |
| Masters | 4.9 | 10.0% | 22.3% | 25.0% |
| Doctorate | 1.0 | 2.1% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 14.6 | 30.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 9.8 | 20.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 19.2 | 39.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.0 | 6.2% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.1 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 26.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 26.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$52,228 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,552 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,876 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,614 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$53,155 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,136 | \$60,082 | \$57,641 |
| Professional Support | \$65,187 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$105,495 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 12.6 | 25.9% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 32.8 | 67.4% | 63.3% | 71.0% |
| Special Education | 3.3 | 6.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BAILEY EL (101917101) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FISHER ELEMENTARY

Campus Number: 101917102

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 63% | * | 60% | 83% | - | - | - | - | 44% | * | 62% | 67% | 63% | 67% |
| | 2019 | 76% | 80% | 83% | 80% | 82% | 90% | - | * | - | - | 53% | * | 84% | 67% | 83% | 87% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 31% | * | 31% | 50% | - | - | - | - | 28% | * | 34% | 17% | 30% | 33% |
| | 2019 | 45% | 42% | 47% | 40% | 46% | 50% | - | * | - | - | 35% | * | 48% | 33% | 45% | 47% |
| At Masters Grade Level | 2021 | 19% | 12% | 19% | * | 18% | 33% | - | - | - | - | 6% | * | 22% | 0% | 16% | 18% |
| | 2019 | 27% | 23% | 19% | 0% | 22% | 10% | - | * | - | - | 0% | * | 20% | 11% | 17% | 21% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 58% | * | 57% | 83% | - | - | - | - | 56% | * | 61% | 42% | 58% | 64% |
| | 2019 | 79% | 78% | 95% | 80% | 97% | 90% | - | * | - | - | 88% | * | 97% | 78% | 95% | 98% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 23% | * | 21% | 67% | - | - | - | - | 33% | * | 26% | 8% | 22% | 22% |
| | 2019 | 49% | 41% | 61% | 40% | 61% | 70% | - | * | - | - | 59% | * | 63% | 44% | 60% | 69% |
| At Masters Grade Level | 2021 | 14% | 6% | 7% | * | 8% | 0% | - | - | - | - | 11% | * | 8% | 0% | 5% | 4% |
| | 2019 | 25% | 17% | 25% | 0% | 24% | 40% | - | * | - | - | 18% | * | 25% | 22% | 27% | 27% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 50% | * | 51% | * | - | * | * | * | 17% | * | 52% | 46% | 50% | 50% |
| | 2019 | 75% | 77% | 75% | 75% | 74% | * | - | - | - | * | 52% | 67% | 80% | 50% | 73% | 70% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 25% | * | 25% | * | - | * | * | * | 17% | * | 27% | 21% | 26% | 16% |
| | 2019 | 44% | 41% | 38% | 25% | 37% | * | - | - | - | * | 39% | 33% | 43% | 15% | 36% | 38% |
| At Masters Grade Level | 2021 | 17% | 8% | 8% | * | 8% | * | - | * | * | * | 4% | * | 10% | 0% | 8% | 6% |
| | 2019 | 22% | 17% | 13% | 0% | 12% | * | - | - | - | * | 9% | 0% | 14% | 5% | 10% | 11% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 50% | * | 51% | * | - | * | * | * | 25% | * | 53% | 42% | 49% | 56% |
| | 2019 | 75% | 75% | 83% | 50% | 84% | * | - | - | - | * | 61% | 83% | 86% | 65% | 83% | 87% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 22% | * | 22% | * | - | * | * | * | 8% | * | 27% | 8% | 21% | 24% |
| | 2019 | 48% | 40% | 42% | 13% | 43% | * | - | - | - | * | 35% | 33% | 45% | 25% | 40% | 55% |
| At Masters Grade Level | 2021 | 21% | 10% | 12% | * | 11% | * | - | * | * | * | 0% | * | 13% | 8% | 12% | 12% |
| | 2019 | 28% | 18% | 16% | 0% | 15% | * | - | - | - | * | 17% | 0% | 17% | 5% | 14% | 21% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 42% | * | 43% | * | - | * | * | * | 13% | * | 46% | 29% | 40% | 42% |
| | 2019 | 67% | 66% | 65% | 50% | 65% | * | - | - | - | * | 48% | 50% | 71% | 35% | 62% | 60% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 15% | * | 14% | * | - | * | * | * | 8% | * | 16% | 8% | 16% | 10% |
| | 2019 | 35% | 30% | 30% | 25% | 29% | * | - | - | - | * | 35% | 33% | 34% | 10% | 25% | 31% |
| At Masters Grade Level | 2021 | 8% | 4% | 1% | * | 1% | * | - | * | * | * | 0% | * | 1% | 0% | 1% | 2% |
| | 2019 | 11% | 8% | 9% | 13% | 8% | * | - | - | - | * | 9% | 0% | 9% | 10% | 7% | 8% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 52% | 27% | 52% | 67% | - | 83% | * | * | 29% | 20% | 55% | 43% | 51% | 55% |
| | 2019 | 78% | 76% | 79% | 65% | 79% | 94% | - | * | - | * | 59% | 68% | 83% | 55% | 78% | 79% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 0% | 22% | 43% | - | 50% | * | * | 18% | 0% | 26% | 13% | 23% | 21% |
| | 2019 | 50% | 45% | 43% | 26% | 42% | 59% | - | * | - | * | 40% | 32% | 46% | 22% | 40% | 47% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | 9% | 19% | - | 17% | * | * | 4% | 0% | 11% | 2% | 8% | 8% |
| | 2019 | 24% | 18% | 16% | 3% | 15% | 31% | - | * | - | * | 11% | 0% | 17% | 9% | 14% | 17% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | 50% | 55% | 67% | - | * | * | * | 29% | * | 57% | 53% | 56% | 58% |
| | 2019 | 75% | 72% | 78% | 77% | 77% | 93% | - | * | - | * | 53% | 63% | 82% | 55% | 77% | 78% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 28% | 0% | 28% | 44% | - | * | * | * | 21% | * | 30% | 19% | 28% | 24% |
| | 2019 | 48% | 42% | 42% | 31% | 41% | 57% | - | * | - | * | 38% | 25% | 45% | 21% | 40% | 42% |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 0% | 12% | 33% | - | * | * | * | 5% | * | 16% | 0% | 12% | 12% |
| | 2019 | 21% | 15% | 16% | 0% | 16% | 21% | - | * | - | * | 5% | 0% | 17% | 7% | 13% | 16% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | 17% | 54% | 78% | - | * | * | * | 38% | * | 57% | 42% | 53% | 60% |
| | 2019 | 82% | 82% | 88% | 62% | 90% | 93% | - | * | - | * | 73% | 88% | 91% | 69% | 88% | 92% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 23% | 0% | 21% | 56% | - | * | * | * | 19% | * | 26% | 8% | 21% | 23% |
| | 2019 | 52% | 47% | 50% | 23% | 51% | 64% | - | * | - | * | 45% | 38% | 53% | 31% | 49% | 61% |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 0% | 9% | 11% | - | * | * | * | 5% | * | 10% | 6% | 9% | 8% |
| | 2019 | 26% | 21% | 20% | 0% | 19% | 43% | - | * | - | * | 18% | 0% | 21% | 10% | 20% | 24% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 42% | * | 43% | * | - | * | * | * | 13% | * | 46% | 29% | 40% | 42% |
| | 2019 | 68% | 66% | 65% | 50% | 65% | * | - | - | - | * | 48% | 50% | 71% | 35% | 62% | 60% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 15% | * | 14% | * | - | * | * | * | 8% | * | 16% | 8% | 16% | 10% |
| | 2019 | 38% | 32% | 30% | 25% | 29% | * | - | - | - | * | 35% | 33% | 34% | 10% | 25% | 31% |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | * | 1% | * | - | * | * | * | 0% | * | 1% | 0% | 1% | 2% |
| | 2019 | 14% | 10% | 9% | 13% | 8% | * | - | - | - | * | 9% | 0% | 9% | 10% | 7% | 8% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 63 | 63 | 65 | * | - | - | - | * | 76 | * | 66 | 47 | 65 | 72 |
| | 2018 | 63 | 61 | 55 | * | 58 | 41 | - | * | - | - | 36 | * | 54 | 56 | 51 | 52 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 53 | 25 | 55 | * | - | - | - | * | 67 | 42 | 53 | 53 | 54 | 58 |
| | 2018 | 65 | 61 | 58 | * | 60 | 50 | - | * | - | - | 50 | * | 58 | 58 | 59 | 68 |
| All Grades Both Subjects | 2019 | 69 | 69 | 57 | 44 | 59 | 50 | - | - | - | * | 71 | 30 | 59 | 50 | 58 | 62 |
| | 2018 | 69 | 68 | 57 | * | 59 | 46 | - | * | - | - | 43 | * | 57 | 57 | 56 | 63 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 63 | 63 | 65 | * | - | - | - | * | 76 | * | 66 | 47 | 65 | 72 |
| | 2018 | 69 | 68 | 55 | * | 58 | 41 | - | * | - | - | 36 | * | 54 | 56 | 51 | 52 |
| All Grades Mathematics | 2019 | 70 | 70 | 53 | 25 | 55 | * | - | - | - | * | 67 | 42 | 53 | 53 | 54 | 58 |
| | 2018 | 70 | 69 | 58 | * | 60 | 50 | - | * | - | - | 50 | * | 58 | 58 | 59 | 68 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 52% | 61% | - | 38% | 85% | - | - | - | - | - | - | 23% | 49% | 55% | - |
| | 2019 | 78% | 76% | 79% | 79% | - | 70% | 95% | - | - | - | - | - | - | 77% | | 79% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 24% | - | 10% | 39% | - | - | - | - | - | - | 3% | 25% | 21% | - |
| | 2019 | 50% | 45% | 43% | 43% | - | 34% | 59% | - | - | - | - | - | - | 63% | | 45% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 10% | - | 2% | 18% | - | - | - | - | - | - | 0% | 10% | 8% | - |
| | 2019 | 24% | 18% | 16% | 16% | - | 8% | 29% | - | - | - | - | - | - | 17% | | 16% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | 60% | - | 33% | 90% | - | - | - | - | - | - | 42% | 54% | 58% | - |
| | 2019 | 75% | 72% | 78% | 77% | - | 67% | 94% | - | - | - | - | - | - | 82% | | 77% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 28% | 27% | - | 12% | 43% | - | - | - | - | - | - | 8% | 32% | 24% | - |
| | 2019 | 48% | 42% | 42% | 36% | - | 25% | 56% | - | - | - | - | - | - | 73% | | 40% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 13% | - | 0% | 28% | - | - | - | - | - | - | 0% | 14% | 12% | - |
| | 2019 | 21% | 15% | 16% | 17% | - | 8% | 32% | - | - | - | - | - | - | 0% | | 15% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | 66% | - | 47% | 88% | - | - | - | - | - | - | 17% | 48% | 60% | - |
| | 2019 | 82% | 82% | 88% | 94% | - | 90% | 100% | - | - | - | - | - | - | 75% | | 92% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 23% | 27% | - | 9% | 45% | - | - | - | - | - | - | 0% | 22% | 23% | - |
| | 2019 | 52% | 47% | 50% | 60% | - | 58% | 63% | - | - | - | - | - | - | 58% | | 60% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 10% | - | 5% | 15% | - | - | - | - | - | - | 0% | 11% | 8% | - |
| | 2019 | 26% | 21% | 20% | 21% | - | 13% | 34% | - | - | - | - | - | - | 33% | | 22% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 42% | 51% | - | 32% | 70% | - | - | - | - | - | - | 9% | 42% | 42% | - |
| | 2019 | 68% | 66% | 65% | 56% | - | 40% | 88% | - | - | - | - | - | - | 71% | | 58% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 15% | 13% | - | 5% | 20% | - | - | - | - | - | - | 0% | 19% | 10% | - |
| | 2019 | 38% | 32% | 30% | 23% | - | 6% | 59% | - | - | - | - | - | - | 57% | | 27% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | 3% | - | 0% | 5% | - | - | - | - | - | - | 0% | 0% | 2% | - |
| | 2019 | 14% | 10% | 9% | 4% | - | 0% | 12% | - | - | - | - | - | - | 14% | | 5% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 100% | 98% | 100% | - | 100% | * | * | 93% | 100% | 97% | 100% | 97% | 99% |
| Included in Accountability | 83% | 88% | 89% | 63% | 90% | 84% | - | 100% | * | * | 88% | 100% | 91% | 80% | 89% | 88% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | 38% | 5% | 16% | - | 0% | * | * | 0% | 0% | 4% | 20% | 6% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | 0% | * | * | 6% | 0% | 3% | 0% | 2% | 4% |
| Not Tested | 12% | 6% | 2% | 0% | 2% | 0% | - | 0% | * | * | 7% | 0% | 3% | 0% | 3% | 1% |
| Absent | 2% | 2% | 1% | 0% | 1% | 0% | - | 0% | * | * | 0% | 0% | 1% | 0% | 1% | 0% |
| Other | 10% | 4% | 1% | 0% | 2% | 0% | - | 0% | * | * | 7% | 0% | 2% | 0% | 2% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 100% | 99% | 100% | - | * | - | * | 100% | 100% | 99% | 98% | 99% | 100% |
| Included in Accountability | 94% | 94% | 89% | 100% | 88% | 100% | - | * | - | * | 100% | 100% | 96% | 59% | 88% | 86% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | 0% | 6% | 0% | - | * | - | * | 0% | 0% | 2% | 19% | 6% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 4% | 0% | 5% | 0% | - | * | - | * | 0% | 0% | 1% | 20% | 4% | 9% |
| Not Tested | 1% | 1% | 1% | 0% | 1% | 0% | - | * | - | * | 0% | 0% | 1% | 2% | 1% | 0% |
| Absent | 1% | 1% | 1% | 0% | 1% | 0% | - | * | - | * | 0% | 0% | 1% | 2% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | 97.1% | 98.7% | 98.7% | - | * | * | * | 98.5% | 98.5% | 99.0% |
| 2018-19 | 95.4% | 94.4% | 95.0% | 95.1% | 94.9% | 95.9% | - | * | * | * | 93.3% | 94.9% | 96.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.7% | 18.2% | 6.6% | 2.9% | - | 0.0% | * | * | 7.7% | 7.9% | 3.1% |
| 2018-19 | 11.4% | 15.3% | 15.5% | 18.5% | 16.6% | 2.9% | - | * | * | * | 23.6% | 15.5% | 8.9% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 598 | 100.0% | 50,547 | 5,359,040 | 598 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 6 | 1.0% | 0.3% | 0.3% | 6 | 1.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 46 | 7.7% | 3.8% | 3.7% | 46 | 7.7% | 3.7% | 3.7% |
| Kindergarten | 111 | 18.6% | 6.4% | 6.7% | 111 | 18.6% | 6.4% | 6.7% |
| Grade 1 | 110 | 18.4% | 6.8% | 7.1% | 110 | 18.4% | 6.8% | 7.1% |
| Grade 2 | 110 | 18.4% | 6.7% | 7.1% | 110 | 18.4% | 6.7% | 7.1% |
| Grade 3 | 102 | 17.1% | 6.9% | 7.1% | 102 | 17.1% | 6.9% | 7.1% |
| Grade 4 | 113 | 18.9% | 7.1% | 7.2% | 113 | 18.9% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 23 | 3.8% | 7.7% | 12.7% | 23 | 3.8% | 7.7% | 12.7% |
| Hispanic | 524 | 87.6% | 83.2% | 52.9% | 524 | 87.6% | 83.2% | 52.9% |
| White | 41 | 6.9% | 5.3% | 26.5% | 41 | 6.9% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 6 | 1.0% | 3.0% | 4.7% | 6 | 1.0% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.5% | 0.7% | 2.7% | 3 | 0.5% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 316 | 52.8% | 48.5% | 48.9% | 316 | 52.8% | 48.5% | 48.9% |
| Male | 282 | 47.2% | 51.5% | 51.1% | 282 | 47.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 506 | 84.6% | 83.8% | 60.3% | 506 | 84.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 92 | 15.4% | 16.2% | 39.7% | 92 | 15.4% | 16.3% | 39.8% |
| Section 504 Students | 21 | 3.5% | 5.8% | 7.2% | 21 | 3.5% | 5.7% | 7.2% |
| EB Students/EL | 272 | 45.5% | 30.0% | 20.7% | 272 | 45.5% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 24 | 4.0% | 4.6% | 4.5% | 24 | 4.0% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 7 | 1.2% | 0.8% | 1.1% | 7 | 1.2% | 0.8% | 1.1% |
| Immigrant | 13 | 2.2% | 2.8% | 2.0% | 13 | 2.2% | 2.8% | 2.0% |
| Migrant | 2 | 0.3% | 0.2% | 0.3% | 2 | 0.3% | 0.2% | 0.3% |
| Title I | 598 | 100.0% | 68.6% | 64.5% | 598 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.3% | 0.4% | 2.7% | 2 | 0.3% | 0.4% | 2.7% |
| At-Risk | 426 | 71.2% | 58.7% | 49.2% | 426 | 71.2% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 306 | 51.2% | 28.1% | 21.0% | 306 | 51.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 35 | 5.9% | 5.6% | 8.3% | 35 | 5.9% | 5.6% | 8.3% |
| Special Education | 94 | 15.7% | 11.9% | 11.1% | 94 | 15.7% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 94 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 33 | 35.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 23 | 24.5% | 18.2% | 21.3% | | | | |
| Students with Autism | 28 | 29.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 69 | 13.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 7 | 1.4% | 2.2% | 2.8% | | | | |
| Hispanic | 57 | 11.2% | 10.6% | 7.1% | | | | |
| White | 4 | 0.8% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 4 | 4.4% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 21 | 9.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 64 | 14.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 119 | 21.3% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 8.8% | 8.0% | 1.9% | 26.3% | 8.8% | 3.2% |
| Grade 2 | 8.5% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 3.3% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.6 | 17.4 | 17.7 |
| Grade 1 | 14.6 | 17.9 | 18.0 |
| Grade 2 | 14.6 | 16.4 | 18.0 |
| Grade 3 | 13.9 | 17.4 | 18.2 |
| Grade 4 | 15.8 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 83.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 61.8 | 74.0% | 58.7% | 64.3% |
| Teachers | 51.5 | 61.7% | 45.1% | 49.6% |
| Professional Support | 7.3 | 8.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.6% | 2.3% | 3.0% |
| Educational Aides: | 21.7 | 26.0% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 55.2 | 66.1% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.4 | 0.8% | 9.9% | 11.1% |
| Hispanic | 28.0 | 54.4% | 38.0% | 28.4% |
| White | 22.1 | 42.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 7.0 | 13.6% | 24.8% | 23.8% |
| Females | 44.5 | 86.4% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 43.5 | 84.4% | 75.9% | 73.0% |
| Masters | 8.1 | 15.6% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 13.4 | 26.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.1 | 27.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 18.0 | 35.0% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.0 | 9.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 1.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 11.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 8.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.7 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.9 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,382 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,621 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,527 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$62,273 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$49,409 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,686 | \$60,082 | \$57,641 |
| Professional Support | \$64,292 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$95,188 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 15.1 | 29.3% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 29.8 | 57.8% | 63.3% | 71.0% |
| Special Education | 6.7 | 12.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FISHER ELEMENTARY (101917102) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FREEMAN EL

Campus Number: 101917103

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 61% | 43% | 61% | * | - | - | - | * | 0% | * | 60% | 62% | 60% | 57% |
| | 2019 | 76% | 80% | 77% | 67% | 77% | * | - | * | - | - | 33% | * | 77% | 77% | 76% | 77% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 23% | 0% | 21% | * | - | - | - | * | 0% | * | 23% | 23% | 23% | 24% |
| | 2019 | 45% | 42% | 41% | 33% | 40% | * | - | * | - | - | 17% | * | 40% | 46% | 41% | 48% |
| At Masters Grade Level | 2021 | 19% | 12% | 12% | 0% | 13% | * | - | - | - | * | 0% | * | 13% | 8% | 11% | 14% |
| | 2019 | 27% | 23% | 27% | 17% | 26% | * | - | * | - | - | 17% | * | 28% | 23% | 27% | 29% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 38% | 0% | 39% | * | - | - | - | * | 0% | * | 40% | 31% | 37% | 57% |
| | 2019 | 79% | 78% | 79% | 50% | 81% | * | - | * | - | - | 33% | * | 80% | 77% | 80% | 81% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 12% | 0% | 13% | * | - | - | - | * | 0% | * | 15% | 0% | 11% | 24% |
| | 2019 | 49% | 41% | 36% | 17% | 36% | * | - | * | - | - | 33% | * | 40% | 15% | 36% | 45% |
| At Masters Grade Level | 2021 | 14% | 6% | 5% | 0% | 4% | * | - | - | - | * | 0% | * | 6% | 0% | 3% | 10% |
| | 2019 | 25% | 17% | 10% | 0% | 10% | * | - | * | - | - | 0% | * | 12% | 0% | 11% | 10% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 46% | 20% | 49% | * | - | * | - | * | 13% | * | 50% | 35% | 46% | 33% |
| | 2019 | 75% | 77% | 72% | 82% | 68% | 100% | - | - | - | - | 33% | * | 75% | 65% | 73% | 61% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 21% | 0% | 23% | * | - | * | - | * | 0% | * | 24% | 10% | 22% | 21% |
| | 2019 | 44% | 41% | 35% | 36% | 35% | 40% | - | - | - | - | 0% | * | 34% | 40% | 37% | 34% |
| At Masters Grade Level | 2021 | 17% | 8% | 1% | 0% | 1% | * | - | * | - | * | 0% | * | 2% | 0% | 1% | 2% |
| | 2019 | 22% | 17% | 13% | 9% | 13% | 20% | - | - | - | - | 0% | * | 12% | 15% | 13% | 12% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 34% | 0% | 37% | * | - | * | - | * | 0% | * | 40% | 15% | 35% | 33% |
| | 2019 | 75% | 75% | 67% | 45% | 71% | 60% | - | - | - | - | 0% | * | 68% | 65% | 65% | 73% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 9% | 0% | 8% | * | - | * | - | * | 0% | * | 10% | 5% | 8% | 9% |
| | 2019 | 48% | 40% | 24% | 18% | 24% | 40% | - | - | - | - | 0% | * | 25% | 20% | 25% | 24% |
| At Masters Grade Level | 2021 | 21% | 10% | 4% | 0% | 3% | * | - | * | - | * | 0% | * | 5% | 0% | 3% | 2% |
| | 2019 | 28% | 18% | 9% | 0% | 10% | 20% | - | - | - | - | 0% | * | 10% | 5% | 9% | 5% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 37% | 20% | 39% | * | - | * | - | * | 13% | * | 39% | 30% | 36% | 23% |
| | 2019 | 67% | 66% | 54% | 42% | 52% | 100% | - | - | - | - | 33% | * | 53% | 57% | 53% | 51% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 7% | 0% | 8% | * | - | * | - | * | 0% | * | 5% | 15% | 8% | 0% |
| | 2019 | 35% | 30% | 21% | 17% | 21% | 40% | - | - | - | - | 0% | * | 20% | 24% | 21% | 22% |
| At Masters Grade Level | 2021 | 8% | 4% | 0% | 0% | 0% | * | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 11% | 8% | 4% | 8% | 3% | 0% | - | - | - | - | 0% | * | 3% | 5% | 4% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 43% | 17% | 45% | 36% | - | 50% | - | 57% | 5% | 33% | 46% | 33% | 42% | 36% |
| | 2019 | 78% | 76% | 70% | 57% | 71% | 88% | - | * | - | - | 27% | 50% | 71% | 67% | 69% | 68% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 14% | 0% | 14% | 18% | - | 33% | - | 29% | 0% | 17% | 15% | 10% | 14% | 13% |
| | 2019 | 50% | 45% | 31% | 24% | 31% | 47% | - | * | - | - | 10% | 25% | 32% | 29% | 32% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 0% | 4% | 18% | - | 17% | - | 0% | 0% | 17% | 5% | 1% | 3% | 4% |
| | 2019 | 24% | 18% | 12% | 7% | 12% | 18% | - | * | - | - | 3% | 13% | 13% | 9% | 13% | 10% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 53% | 33% | 54% | * | - | * | - | * | 7% | 40% | 55% | 45% | 52% | 41% |
| | 2019 | 75% | 72% | 75% | 76% | 73% | 100% | - | * | - | - | 33% | * | 76% | 70% | 75% | 68% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 0% | 22% | * | - | * | - | * | 0% | 20% | 23% | 15% | 22% | 22% |
| | 2019 | 48% | 42% | 38% | 35% | 38% | 50% | - | * | - | - | 8% | * | 37% | 42% | 39% | 40% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 0% | 6% | * | - | * | - | * | 0% | 20% | 7% | 3% | 6% | 6% |
| | 2019 | 21% | 15% | 20% | 12% | 20% | 33% | - | * | - | - | 8% | * | 20% | 18% | 20% | 19% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 36% | 0% | 38% | * | - | * | - | * | 0% | 40% | 40% | 21% | 36% | 41% |
| | 2019 | 82% | 82% | 73% | 47% | 77% | 67% | - | * | - | - | 17% | * | 74% | 70% | 73% | 76% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 10% | 0% | 10% | * | - | * | - | * | 0% | 20% | 12% | 3% | 9% | 14% |
| | 2019 | 52% | 47% | 30% | 18% | 30% | 50% | - | * | - | - | 17% | * | 33% | 18% | 31% | 33% |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 0% | 3% | * | - | * | - | * | 0% | 20% | 5% | 0% | 3% | 5% |
| | 2019 | 26% | 21% | 10% | 0% | 10% | 17% | - | * | - | - | 0% | * | 11% | 3% | 10% | 7% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 37% | 20% | 39% | * | - | * | - | * | 13% | * | 39% | 30% | 36% | 23% |
| | 2019 | 68% | 66% | 54% | 42% | 52% | 100% | - | - | - | - | 33% | * | 53% | 57% | 53% | 51% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 7% | 0% | 8% | * | - | * | - | * | 0% | * | 5% | 15% | 8% | 0% |
| | 2019 | 38% | 32% | 21% | 17% | 21% | 40% | - | - | - | - | 0% | * | 20% | 24% | 21% | 22% |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | 0% | * | - | * | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 14% | 10% | 4% | 8% | 3% | 0% | - | - | - | - | 0% | * | 3% | 5% | 4% | 0% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 73 | 78 | 69 | 80 | - | - | - | - | 83 | - | 75 | 65 | 74 | * |
| | 2018 | 63 | 61 | 56 | * | 57 | * | - | - | - | * | * | - | 65 | 39 | 59 | * |
| Grade 4 Mathematics | 2019 | 65 | 61 | 69 | 50 | 71 | 70 | - | - | - | - | 50 | * | 67 | 75 | 70 | 67 |
| | 2018 | 65 | 61 | 57 | * | 60 | * | - | - | - | * | * | * | 58 | 50 | 59 | 62 |
| All Grades Both Subjects | 2019 | 69 | 69 | 70 | 64 | 71 | 75 | - | - | - | - | 67 | * | 70 | 71 | 71 | 67 |
| | 2018 | 69 | 68 | 57 | 25 | 59 | * | - | - | - | * | * | * | 60 | 45 | 59 | 62 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 73 | 78 | 69 | 80 | - | - | - | - | 83 | - | 75 | 65 | 74 | * |
| | 2018 | 69 | 68 | 56 | * | 57 | * | - | - | - | * | * | - | 65 | 39 | 59 | * |
| All Grades Mathematics | 2019 | 70 | 70 | 69 | 50 | 71 | 70 | - | - | - | - | 50 | * | 67 | 75 | 70 | 67 |
| | 2018 | 70 | 69 | 57 | * | 60 | * | - | - | - | * | * | * | 58 | 50 | 59 | 62 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 43% | 39% | - | 39% | - | - | - | - | - | - | - | 0% | 48% | 36% | - |
| | 2019 | 78% | 76% | 70% | 68% | - | 68% | - | - | - | - | - | - | - | 45% | | 67% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 14% | 14% | - | 14% | - | - | - | - | - | - | - | 0% | 14% | 13% | - |
| | 2019 | 50% | 45% | 31% | 34% | - | 34% | - | - | - | - | - | - | - | 18% | | 33% | |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 4% | - | 4% | - | - | - | - | - | - | - | 0% | 4% | 4% | - |
| | 2019 | 24% | 18% | 12% | 11% | - | 11% | - | - | - | - | - | - | - | 0% | | 10% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 53% | 43% | - | 43% | - | - | - | - | - | - | - | * | 62% | 41% | - |
| | 2019 | 75% | 72% | 75% | 70% | - | 70% | - | - | - | - | - | - | - | * | | 68% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 23% | - | 23% | - | - | - | - | - | - | - | * | 21% | 22% | - |
| | 2019 | 48% | 42% | 38% | 40% | - | 40% | - | - | - | - | - | - | - | * | | 39% | |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 7% | - | 7% | - | - | - | - | - | - | - | * | 6% | 6% | - |
| | 2019 | 21% | 15% | 20% | 19% | - | 19% | - | - | - | - | - | - | - | * | | 18% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 36% | 43% | - | 43% | - | - | - | - | - | - | - | * | 32% | 41% | - |
| | 2019 | 82% | 82% | 73% | 78% | - | 78% | - | - | - | - | - | - | - | * | | 76% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 10% | 15% | - | 15% | - | - | - | - | - | - | - | * | 7% | 14% | - |
| | 2019 | 52% | 47% | 30% | 36% | - | 36% | - | - | - | - | - | - | - | * | | 34% | |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 5% | - | 5% | - | - | - | - | - | - | - | * | 4% | 5% | - |
| | 2019 | 26% | 21% | 10% | 7% | - | 7% | - | - | - | - | - | - | - | * | | 7% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 37% | 26% | - | 26% | - | - | - | - | - | - | - | * | 51% | 23% | - |
| | 2019 | 68% | 66% | 54% | 49% | - | 49% | - | - | - | - | - | - | - | * | | 50% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 7% | 0% | - | 0% | - | - | - | - | - | - | - | * | 15% | 0% | - |
| | 2019 | 38% | 32% | 21% | 19% | - | 19% | - | - | - | - | - | - | - | * | | 20% | |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | - | 0% | - | - | - | - | - | - | - | * | 0% | 0% | - |
| | 2019 | 14% | 10% | 4% | 0% | - | 0% | - | - | - | - | - | - | - | * | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 90% | 98% | 88% | - | 100% | - | 100% | 100% | 100% | 97% | 95% | 97% | 99% |
| Included in Accountability | 83% | 88% | 88% | 69% | 91% | 69% | - | 100% | - | 100% | 84% | 100% | 93% | 75% | 87% | 90% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 21% | 4% | 19% | - | 0% | - | 0% | 7% | 0% | 3% | 14% | 7% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 0% | - | 0% | - | 0% | 9% | 0% | 1% | 6% | 3% | 6% |
| Not Tested | 12% | 6% | 3% | 10% | 2% | 13% | - | 0% | - | 0% | 0% | 0% | 3% | 5% | 3% | 1% |
| Absent | 2% | 2% | 0% | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 1% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 10% | 2% | 13% | - | 0% | - | 0% | 0% | 0% | 2% | 5% | 3% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 88% | 77% | 90% | 100% | - | * | - | - | 81% | 100% | 96% | 69% | 90% | 88% |
| Not Included in Accountability: Mobile | 4% | 3% | 11% | 23% | 9% | 0% | - | * | - | - | 19% | 0% | 4% | 28% | 9% | 10% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | * | - | - | 0% | 0% | 0% | 4% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.3% | 95.4% | 98.7% | 97.7% | - | * | - | - | 98.6% | 98.4% | 99.0% |
| 2018-19 | 95.4% | 94.4% | 96.0% | 93.3% | 96.3% | 97.0% | * | * | - | - | 95.3% | 96.0% | 96.5% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.3% | 28.9% | 5.5% | 12.5% | - | * | - | - | 7.1% | 7.7% | 4.1% |
| 2018-19 | 11.4% | 15.3% | 9.6% | 24.6% | 7.2% | 5.6% | * | * | - | - | 12.5% | 9.5% | 5.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 450 | 100.0% | 50,547 | 5,359,040 | 451 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 10 | 2.2% | 0.3% | 0.3% | 11 | 2.4% | 0.3% | 0.4% |
| Pre-Kindergarten | 49 | 10.9% | 3.8% | 3.7% | 49 | 10.9% | 3.7% | 3.7% |
| Kindergarten | 76 | 16.9% | 6.4% | 6.7% | 76 | 16.9% | 6.4% | 6.7% |
| Grade 1 | 72 | 16.0% | 6.8% | 7.1% | 72 | 16.0% | 6.8% | 7.1% |
| Grade 2 | 72 | 16.0% | 6.7% | 7.1% | 72 | 16.0% | 6.7% | 7.1% |
| Grade 3 | 81 | 18.0% | 6.9% | 7.1% | 81 | 18.0% | 6.9% | 7.1% |
| Grade 4 | 90 | 20.0% | 7.1% | 7.2% | 90 | 20.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 51 | 11.3% | 7.7% | 12.7% | 51 | 11.3% | 7.7% | 12.7% |
| Hispanic | 374 | 83.1% | 83.2% | 52.9% | 375 | 83.1% | 83.2% | 52.9% |
| White | 16 | 3.6% | 5.3% | 26.5% | 16 | 3.5% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 4 | 0.9% | 3.0% | 4.7% | 4 | 0.9% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 5 | 1.1% | 0.7% | 2.7% | 5 | 1.1% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 221 | 49.1% | 48.5% | 48.9% | 221 | 49.0% | 48.5% | 48.9% |
| Male | 229 | 50.9% | 51.5% | 51.1% | 230 | 51.0% | 51.5% | 51.1% |
| Economically Disadvantaged | 414 | 92.0% | 83.8% | 60.3% | 414 | 91.8% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 36 | 8.0% | 16.2% | 39.7% | 37 | 8.2% | 16.3% | 39.8% |
| Section 504 Students | 12 | 2.7% | 5.8% | 7.2% | 12 | 2.7% | 5.7% | 7.2% |
| EB Students/EL | 183 | 40.7% | 30.0% | 20.7% | 183 | 40.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 7 | 1.6% | 4.6% | 4.5% | 7 | 1.6% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 0.2% | 0.8% | 1.1% | 1 | 0.2% | 0.8% | 1.1% |
| Immigrant | 17 | 3.8% | 2.8% | 2.0% | 17 | 3.8% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 450 | 100.0% | 68.6% | 64.5% | 451 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 246 | 54.7% | 58.7% | 49.2% | 246 | 54.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 164 | 36.4% | 28.1% | 21.0% | 164 | 36.4% | 28.0% | 20.9% |
| Gifted and Talented Education | 11 | 2.4% | 5.6% | 8.3% | 11 | 2.4% | 5.6% | 8.3% |
| Special Education | 52 | 11.6% | 11.9% | 11.1% | 53 | 11.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 52 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 11 | 21.2% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 16 | 30.8% | 18.2% | 21.3% | | | | |
| Students with Autism | 16 | 30.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 79 | 18.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 22 | 5.3% | 2.2% | 2.8% | | | | |
| Hispanic | 55 | 13.2% | 10.6% | 7.1% | | | | |
| White | 2 | 0.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 1 | 2.4% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 17 | 9.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 69 | 18.0% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 136 | 30.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 12.2% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 5.0% | 2.8% | 1.0% | 9.1% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.7 | 17.4 | 17.7 |
| Grade 1 | 14.0 | 17.9 | 18.0 |
| Grade 2 | 14.0 | 16.4 | 18.0 |
| Grade 3 | 19.0 | 17.4 | 18.2 |
| Grade 4 | 16.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 66.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 48.5 | 72.8% | 58.7% | 64.3% |
| Teachers | 39.9 | 59.9% | 45.1% | 49.6% |
| Professional Support | 6.6 | 9.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.0% | 2.3% | 3.0% |
| Educational Aides: | 18.1 | 27.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 48.9 | 73.4% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.5 | 3.8% | 9.9% | 11.1% |
| Hispanic | 26.0 | 65.1% | 38.0% | 28.4% |
| White | 10.4 | 26.1% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 5.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.0 | 10.0% | 24.8% | 23.8% |
| Females | 35.9 | 90.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 31.5 | 78.9% | 75.9% | 73.0% |
| Masters | 7.4 | 18.6% | 22.3% | 25.0% |
| Doctorate | 1.0 | 2.5% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.4% | 5.3% | 6.7% |
| 1-5 Years Experience | 15.0 | 37.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 6.0 | 15.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 13.5 | 33.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.4 | 11.1% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 11.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 9.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 9.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 1.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,128 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,707 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,784 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,109 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,834 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,921 | \$60,082 | \$57,641 |
| Professional Support | \$67,290 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$97,810 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 12.5 | 31.3% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 23.2 | 58.2% | 63.3% | 71.0% |
| Special Education | 4.2 | 10.6% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FREEMAN EL (101917103) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GARDENS EL

Campus Number: 101917104

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 54% | 20% | 56% | * | - | - | - | - | 29% | 40% | 56% | 42% | 52% | 65% |
| | 2019 | 76% | 80% | 79% | * | 80% | * | - | - | - | - | 56% | * | 76% | 95% | 77% | 82% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 25% | 20% | 26% | * | - | - | - | - | 18% | 20% | 27% | 8% | 23% | 30% |
| | 2019 | 45% | 42% | 47% | * | 48% | * | - | - | - | - | 11% | * | 45% | 58% | 45% | 54% |
| At Masters Grade Level | 2021 | 19% | 12% | 12% | 20% | 12% | * | - | - | - | - | 0% | 20% | 12% | 8% | 10% | 8% |
| | 2019 | 27% | 23% | 21% | * | 21% | * | - | - | - | - | 0% | * | 22% | 16% | 19% | 23% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 40% | 0% | 44% | * | - | - | - | - | 24% | 60% | 43% | 17% | 38% | 49% |
| | 2019 | 79% | 78% | 80% | * | 81% | * | - | - | - | - | 67% | * | 82% | 74% | 79% | 78% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 14% | 0% | 15% | * | - | - | - | - | 24% | 0% | 16% | 0% | 12% | 19% |
| | 2019 | 49% | 41% | 33% | * | 31% | * | - | - | - | - | 11% | * | 32% | 37% | 30% | 28% |
| At Masters Grade Level | 2021 | 14% | 6% | 4% | 0% | 5% | * | - | - | - | - | 6% | 0% | 5% | 0% | 2% | 3% |
| | 2019 | 25% | 17% | 13% | * | 13% | * | - | - | - | - | 0% | * | 15% | 5% | 12% | 11% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 49% | * | 51% | * | - | - | - | - | 27% | * | 48% | 50% | 51% | 51% |
| | 2019 | 75% | 77% | 78% | 20% | 80% | * | - | - | - | - | 33% | * | 77% | 79% | 78% | 75% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 16% | * | 17% | * | - | - | - | - | 0% | * | 20% | 0% | 17% | 21% |
| | 2019 | 44% | 41% | 34% | 0% | 35% | * | - | - | - | - | 19% | * | 35% | 32% | 35% | 36% |
| At Masters Grade Level | 2021 | 17% | 8% | 1% | * | 1% | * | - | - | - | - | 0% | * | 2% | 0% | 1% | 2% |
| | 2019 | 22% | 17% | 15% | 0% | 14% | * | - | - | - | - | 10% | * | 14% | 16% | 14% | 13% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 51% | * | 51% | * | - | - | - | - | 53% | * | 50% | 57% | 51% | 51% |
| | 2019 | 75% | 75% | 66% | 40% | 67% | * | - | - | - | - | 38% | * | 67% | 58% | 65% | 70% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 20% | * | 22% | * | - | - | - | - | 20% | * | 22% | 14% | 21% | 23% |
| | 2019 | 48% | 40% | 27% | 0% | 27% | * | - | - | - | - | 14% | * | 24% | 42% | 27% | 31% |
| At Masters Grade Level | 2021 | 21% | 10% | 9% | * | 10% | * | - | - | - | - | 7% | * | 8% | 14% | 10% | 9% |
| | 2019 | 28% | 18% | 4% | 0% | 5% | * | - | - | - | - | 0% | * | 2% | 16% | 4% | 8% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 43% | * | 45% | * | - | - | - | - | 31% | * | 44% | 36% | 42% | 44% |
| | 2019 | 67% | 66% | 58% | 0% | 60% | * | - | - | - | - | 35% | * | 60% | 47% | 58% | 63% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 12% | * | 13% | * | - | - | - | - | 0% | * | 15% | 0% | 13% | 14% |
| | 2019 | 35% | 30% | 24% | 0% | 24% | * | - | - | - | - | 15% | * | 26% | 16% | 24% | 22% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | * | 3% | * | - | - | - | - | 0% | * | 3% | 0% | 3% | 2% |
| | 2019 | 11% | 8% | 1% | 0% | 1% | * | - | - | - | - | 0% | * | 1% | 0% | 1% | 2% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 47% | 11% | 49% | 38% | - | - | - | - | 33% | 62% | 48% | 41% | 47% | 52% |
| | 2019 | 78% | 76% | 72% | 30% | 73% | 93% | - | - | - | - | 41% | 56% | 72% | 71% | 71% | 74% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 5% | 19% | 0% | - | - | - | - | 13% | 15% | 20% | 5% | 17% | 21% |
| | 2019 | 50% | 45% | 33% | 9% | 33% | 73% | - | - | - | - | 15% | 22% | 32% | 37% | 32% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 5% | 6% | 0% | - | - | - | - | 3% | 8% | 6% | 5% | 5% | 5% |
| | 2019 | 24% | 18% | 11% | 0% | 11% | 27% | - | - | - | - | 3% | 22% | 11% | 11% | 10% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 51% | 13% | 54% | 40% | - | - | - | - | 28% | 50% | 52% | 46% | 52% | 58% |
| | 2019 | 75% | 72% | 79% | 33% | 80% | 100% | - | - | - | - | 40% | * | 77% | 87% | 78% | 79% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 13% | 22% | 0% | - | - | - | - | 9% | 17% | 24% | 4% | 21% | 25% |
| | 2019 | 48% | 42% | 41% | 11% | 41% | 67% | - | - | - | - | 17% | * | 40% | 45% | 39% | 45% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 13% | 7% | 0% | - | - | - | - | 0% | 17% | 8% | 4% | 6% | 5% |
| | 2019 | 21% | 15% | 18% | 0% | 17% | 50% | - | - | - | - | 7% | * | 18% | 16% | 16% | 18% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 45% | 13% | 47% | 40% | - | - | - | - | 38% | 67% | 46% | 38% | 44% | 50% |
| | 2019 | 82% | 82% | 73% | 44% | 74% | 83% | - | - | - | - | 47% | * | 74% | 66% | 72% | 75% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 0% | 18% | 0% | - | - | - | - | 22% | 17% | 18% | 8% | 16% | 21% |
| | 2019 | 52% | 47% | 30% | 11% | 29% | 83% | - | - | - | - | 13% | * | 28% | 39% | 28% | 29% |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 0% | 7% | 0% | - | - | - | - | 6% | 0% | 6% | 8% | 6% | 6% |
| | 2019 | 26% | 21% | 9% | 0% | 9% | 17% | - | - | - | - | 0% | * | 8% | 11% | 8% | 10% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 43% | * | 45% | * | - | - | - | - | 31% | * | 44% | 36% | 42% | 44% |
| | 2019 | 68% | 66% | 58% | 0% | 60% | * | - | - | - | - | 35% | * | 60% | 47% | 58% | 63% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 12% | * | 13% | * | - | - | - | - | 0% | * | 15% | 0% | 13% | 14% |
| | 2019 | 38% | 32% | 24% | 0% | 24% | * | - | - | - | - | 15% | * | 26% | 16% | 24% | 22% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | * | 3% | * | - | - | - | - | 0% | * | 3% | 0% | 3% | 2% |
| | 2019 | 14% | 10% | 1% | 0% | 1% | * | - | - | - | - | 0% | * | 1% | 0% | 1% | 2% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 64 | 100 | 59 | * | - | - | - | - | 64 | * | 64 | 61 | 62 | 45 |
| | 2018 | 63 | 61 | 57 | 67 | 56 | 56 | - | - | - | - | 70 | * | 50 | 74 | 58 | 59 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 44 | 20 | 44 | * | - | - | - | - | 33 | * | 43 | 47 | 43 | 52 |
| | 2018 | 65 | 61 | 56 | 50 | 58 | 44 | - | - | - | - | 77 | * | 58 | 52 | 56 | 50 |
| All Grades Both Subjects | 2019 | 69 | 69 | 51 | 60 | 49 | 83 | - | - | - | - | 46 | * | 51 | 53 | 50 | 51 |
| | 2018 | 69 | 68 | 57 | 58 | 57 | 50 | - | - | - | - | 74 | 50 | 55 | 62 | 56 | 52 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 64 | 100 | 59 | * | - | - | - | - | 64 | * | 64 | 61 | 62 | 45 |
| | 2018 | 69 | 68 | 57 | 67 | 56 | 56 | - | - | - | - | 70 | * | 50 | 74 | 58 | 59 |
| All Grades Mathematics | 2019 | 70 | 70 | 44 | 20 | 44 | * | - | - | - | - | 33 | * | 43 | 47 | 43 | 52 |
| | 2018 | 70 | 69 | 56 | 50 | 58 | 44 | - | - | - | - | 77 | * | 58 | 52 | 56 | 50 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 47% | 50% | 17% | 52% | - | - | - | - | - | - | - | 73% | 43% | 52% | - |
| | 2019 | 78% | 76% | 72% | 75% | * | 75% | - | - | - | - | - | - | - | 33% | | 73% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 20% | 0% | 22% | - | - | - | - | - | - | - | 33% | 14% | 21% | - |
| | 2019 | 50% | 45% | 33% | 35% | * | 34% | - | - | - | - | - | - | - | 0% | | 33% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 5% | 0% | 6% | - | - | - | - | - | - | - | 0% | 7% | 5% | - |
| | 2019 | 24% | 18% | 11% | 12% | * | 11% | - | - | - | - | - | - | - | 0% | | 11% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 51% | 55% | * | 57% | - | - | - | - | - | - | - | 83% | 46% | 58% | - |
| | 2019 | 75% | 72% | 79% | 79% | * | 79% | - | - | - | - | - | - | - | 60% | | 78% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 24% | * | 26% | - | - | - | - | - | - | - | 33% | 17% | 25% | - |
| | 2019 | 48% | 42% | 41% | 46% | * | 46% | - | - | - | - | - | - | - | 0% | | 44% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 5% | * | 6% | - | - | - | - | - | - | - | 0% | 9% | 5% | - |
| | 2019 | 21% | 15% | 18% | 18% | * | 18% | - | - | - | - | - | - | - | 0% | | 17% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 45% | 49% | * | 51% | - | - | - | - | - | - | - | 67% | 40% | 50% | - |
| | 2019 | 82% | 82% | 73% | 75% | * | 75% | - | - | - | - | - | - | - | 20% | | 73% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 19% | * | 20% | - | - | - | - | - | - | - | 50% | 13% | 21% | - |
| | 2019 | 52% | 47% | 30% | 29% | * | 28% | - | - | - | - | - | - | - | 0% | | 28% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 7% | * | 7% | - | - | - | - | - | - | - | 0% | 7% | 6% | - |
| | 2019 | 26% | 21% | 9% | 10% | * | 9% | - | - | - | - | - | - | - | 0% | | 9% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 43% | 43% | * | 44% | - | - | - | - | - | - | - | * | 41% | 44% | - |
| | 2019 | 68% | 66% | 58% | 64% | - | 64% | - | - | - | - | - | - | - | 20% | | 60% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 12% | 15% | * | 17% | - | - | - | - | - | - | - | * | 9% | 14% | - |
| | 2019 | 38% | 32% | 24% | 22% | - | 22% | - | - | - | - | - | - | - | 0% | | 20% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 3% | * | 3% | - | - | - | - | - | - | - | * | 3% | 2% | - |
| | 2019 | 14% | 10% | 1% | 2% | - | 2% | - | - | - | - | - | - | - | 0% | | 2% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 86% | 97% | 87% | - | - | - | - | 95% | 100% | 97% | 94% | 96% | 100% |
| Included in Accountability | 83% | 88% | 87% | 86% | 87% | 87% | - | - | - | - | 88% | 100% | 93% | 67% | 89% | 85% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 0% | 3% | 0% | - | - | - | - | 2% | 0% | 1% | 10% | 3% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 6% | 0% | 6% | 0% | - | - | - | - | 4% | 0% | 3% | 17% | 4% | 10% |
| Not Tested | 12% | 6% | 4% | 14% | 3% | 13% | - | - | - | - | 5% | 0% | 3% | 6% | 4% | 0% |
| Absent | 2% | 2% | 2% | 0% | 1% | 13% | - | - | - | - | 2% | 0% | 1% | 6% | 2% | 0% |
| Other | 10% | 4% | 2% | 14% | 1% | 0% | - | - | - | - | 3% | 0% | 2% | 0% | 2% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | - | 99% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 82% | 97% | 75% | - | - | - | - | 96% | 100% | 99% | 81% | 96% | 98% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 18% | 3% | 25% | - | - | - | - | 2% | 0% | 1% | 17% | 4% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 0% | 3% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 1% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 1% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.3% | 98.4% | 98.4% | 96.2% | * | - | - | * | 98.5% | 98.2% | 99.1% |
| 2018-19 | 95.4% | 94.4% | 95.5% | 94.1% | 95.7% | 93.7% | - | * | - | * | 94.6% | 95.6% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.4% | 13.6% | 7.5% | 26.7% | * | - | - | * | 8.9% | 8.8% | 3.3% |
| 2018-19 | 11.4% | 15.3% | 11.9% | 23.3% | 10.7% | 25.0% | - | * | - | * | 13.4% | 11.0% | 5.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 524 | 100.0% | 50,547 | 5,359,040 | 524 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 8 | 1.5% | 0.3% | 0.3% | 8 | 1.5% | 0.3% | 0.4% |
| Pre-Kindergarten | 57 | 10.9% | 3.8% | 3.7% | 57 | 10.9% | 3.7% | 3.7% |
| Kindergarten | 87 | 16.6% | 6.4% | 6.7% | 87 | 16.6% | 6.4% | 6.7% |
| Grade 1 | 91 | 17.4% | 6.8% | 7.1% | 91 | 17.4% | 6.8% | 7.1% |
| Grade 2 | 85 | 16.2% | 6.7% | 7.1% | 85 | 16.2% | 6.7% | 7.1% |
| Grade 3 | 107 | 20.4% | 6.9% | 7.1% | 107 | 20.4% | 6.9% | 7.1% |
| Grade 4 | 89 | 17.0% | 7.1% | 7.2% | 89 | 17.0% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 29 | 5.5% | 7.7% | 12.7% | 29 | 5.5% | 7.7% | 12.7% |
| Hispanic | 477 | 91.0% | 83.2% | 52.9% | 477 | 91.0% | 83.2% | 52.9% |
| White | 15 | 2.9% | 5.3% | 26.5% | 15 | 2.9% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.6% | 0.7% | 2.7% | 3 | 0.6% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 258 | 49.2% | 48.5% | 48.9% | 258 | 49.2% | 48.5% | 48.9% |
| Male | 266 | 50.8% | 51.5% | 51.1% | 266 | 50.8% | 51.5% | 51.1% |
| Economically Disadvantaged | 489 | 93.3% | 83.8% | 60.3% | 489 | 93.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 35 | 6.7% | 16.2% | 39.7% | 35 | 6.7% | 16.3% | 39.8% |
| Section 504 Students | 13 | 2.5% | 5.8% | 7.2% | 13 | 2.5% | 5.7% | 7.2% |
| EB Students/EL | 230 | 43.9% | 30.0% | 20.7% | 230 | 43.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 23 | 4.4% | 4.6% | 4.5% | 23 | 4.4% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 10 | 1.9% | 0.8% | 1.1% | 10 | 1.9% | 0.8% | 1.1% |
| Immigrant | 19 | 3.6% | 2.8% | 2.0% | 19 | 3.6% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 524 | 100.0% | 68.6% | 64.5% | 524 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 350 | 66.8% | 58.7% | 49.2% | 350 | 66.8% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 207 | 39.5% | 28.1% | 21.0% | 207 | 39.5% | 28.0% | 20.9% |
| Gifted and Talented Education | 12 | 2.3% | 5.6% | 8.3% | 12 | 2.3% | 5.6% | 8.3% |
| Special Education | 104 | 19.8% | 11.9% | 11.1% | 104 | 19.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 104 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 21 | 20.2% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 43 | 41.3% | 18.2% | 21.3% | | | | |
| Students with Autism | 27 | 26.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 89 | 19.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 5 | 1.1% | 2.2% | 2.8% | | | | |
| Hispanic | 80 | 17.1% | 10.6% | 7.1% | | | | |
| White | 3 | 0.6% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.2% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 12 | 15.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 37 | 17.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 81 | 19.1% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 111 | 23.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 4.3% | 0.8% | 4.8% |
| Grade 1 | 13.4% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 3.7% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 2.8% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 18.7 | 17.4 | 17.7 |
| Grade 1 | 16.7 | 17.9 | 18.0 |
| Grade 2 | 15.7 | 16.4 | 18.0 |
| Grade 3 | 21.7 | 17.4 | 18.2 |
| Grade 4 | 14.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 73.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 54.1 | 73.8% | 58.7% | 64.3% |
| Teachers | 42.4 | 57.8% | 45.1% | 49.6% |
| Professional Support | 9.7 | 13.2% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.7% | 2.3% | 3.0% |
| Educational Aides: | 19.2 | 26.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 51.8 | 70.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.0 | 4.7% | 9.9% | 11.1% |
| Hispanic | 24.0 | 56.6% | 38.0% | 28.4% |
| White | 16.4 | 38.7% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.1 | 9.6% | 24.8% | 23.8% |
| Females | 38.3 | 90.4% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 31.2 | 73.6% | 75.9% | 73.0% |
| Masters | 10.2 | 24.0% | 22.3% | 25.0% |
| Doctorate | 1.0 | 2.4% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.0 | 11.8% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.0 | 28.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 8.2 | 19.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 12.0 | 28.3% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.2 | 10.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 2.4% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.4 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 7.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 13.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 13.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.0 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.9 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,651 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,514 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,537 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,573 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$61,773 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$68,218 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,345 | \$60,082 | \$57,641 |
| Professional Support | \$63,866 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$101,255 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 15.1 | 35.6% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 22.1 | 52.1% | 63.3% | 71.0% |
| Special Education | 5.2 | 12.3% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GARDENS EL (101917104) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GARFIELD EL

Campus Number: 101917105

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 57% | 0% | 61% | * | - | - | - | - | 22% | * | 61% | 38% | 54% | 63% |
| | 2019 | 76% | 80% | 79% | 67% | 79% | * | - | - | - | - | 43% | * | 80% | 67% | 79% | 85% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 23% | 0% | 25% | * | - | - | - | - | 11% | * | 24% | 15% | 21% | 31% |
| | 2019 | 45% | 42% | 39% | 17% | 41% | * | - | - | - | - | 14% | * | 40% | 33% | 35% | 49% |
| At Masters Grade Level | 2021 | 19% | 12% | 11% | 0% | 13% | * | - | - | - | - | 0% | * | 12% | 8% | 13% | 18% |
| | 2019 | 27% | 23% | 22% | 0% | 24% | * | - | - | - | - | 0% | * | 23% | 17% | 20% | 26% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 47% | 0% | 50% | * | - | - | - | - | 22% | * | 51% | 23% | 45% | 55% |
| | 2019 | 79% | 78% | 78% | 67% | 78% | * | - | - | - | - | 43% | * | 80% | 58% | 77% | 86% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 15% | 0% | 15% | * | - | - | - | - | 11% | * | 15% | 15% | 12% | 20% |
| | 2019 | 49% | 41% | 38% | 17% | 40% | * | - | - | - | - | 14% | * | 39% | 33% | 38% | 40% |
| At Masters Grade Level | 2021 | 14% | 6% | 3% | 0% | 4% | * | - | - | - | - | 0% | * | 4% | 0% | 3% | 6% |
| | 2019 | 25% | 17% | 8% | 0% | 8% | * | - | - | - | - | 0% | * | 7% | 17% | 7% | 8% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 61% | 50% | 62% | * | - | * | - | - | 36% | * | 61% | 59% | 56% | 67% |
| | 2019 | 75% | 77% | 65% | 40% | 67% | * | - | - | - | - | 15% | * | 70% | 40% | 64% | 69% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 38% | 33% | 38% | * | - | * | - | - | 27% | * | 39% | 35% | 33% | 43% |
| | 2019 | 44% | 41% | 37% | 40% | 38% | * | - | - | - | - | 8% | * | 39% | 30% | 38% | 36% |
| At Masters Grade Level | 2021 | 17% | 8% | 14% | 0% | 15% | * | - | * | - | - | 9% | * | 15% | 12% | 12% | 15% |
| | 2019 | 22% | 17% | 19% | 40% | 18% | * | - | - | - | - | 0% | * | 18% | 20% | 18% | 20% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 55% | 17% | 59% | * | - | * | - | - | 36% | * | 59% | 41% | 50% | 65% |
| | 2019 | 75% | 75% | 64% | 100% | 62% | * | - | - | - | - | 31% | * | 64% | 65% | 64% | 57% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 24% | 0% | 24% | * | - | * | - | - | 18% | * | 24% | 24% | 21% | 28% |
| | 2019 | 48% | 40% | 29% | 40% | 29% | * | - | - | - | - | 15% | * | 29% | 30% | 27% | 22% |
| At Masters Grade Level | 2021 | 21% | 10% | 13% | 0% | 12% | * | - | * | - | - | 9% | * | 13% | 12% | 12% | 15% |
| | 2019 | 28% | 18% | 12% | 40% | 11% | * | - | - | - | - | 8% | * | 13% | 10% | 11% | 9% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 48% | 33% | 49% | * | - | * | - | - | 27% | * | 49% | 41% | 45% | 50% |
| | 2019 | 67% | 66% | 58% | 80% | 58% | * | - | - | - | - | 15% | * | 57% | 60% | 59% | 59% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 26% | 17% | 27% | * | - | * | - | - | 18% | * | 28% | 18% | 24% | 24% |
| | 2019 | 35% | 30% | 28% | 40% | 28% | * | - | - | - | - | 8% | * | 27% | 35% | 29% | 31% |
| At Masters Grade Level | 2021 | 8% | 4% | 4% | 0% | 5% | * | - | * | - | - | 9% | * | 5% | 0% | 5% | 2% |
| | 2019 | 11% | 8% | 7% | 20% | 7% | * | - | - | - | - | 0% | * | 7% | 5% | 6% | 8% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 21% | 56% | 38% | - | * | - | - | 29% | 57% | 56% | 42% | 50% | 60% |
| | 2019 | 78% | 76% | 68% | 70% | 68% | 50% | - | - | - | - | 30% | 55% | 70% | 57% | 68% | 70% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 25% | 11% | 26% | 31% | - | * | - | - | 18% | 14% | 26% | 22% | 22% | 29% |
| | 2019 | 50% | 45% | 34% | 30% | 35% | 13% | - | - | - | - | 12% | 36% | 35% | 32% | 33% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | 10% | 15% | - | * | - | - | 6% | 14% | 10% | 6% | 9% | 11% |
| | 2019 | 24% | 18% | 13% | 19% | 13% | 0% | - | - | - | - | 1% | 9% | 14% | 13% | 13% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 59% | 27% | 62% | 40% | - | * | - | - | 30% | * | 61% | 50% | 55% | 65% |
| | 2019 | 75% | 72% | 71% | 55% | 73% | * | - | - | - | - | 30% | * | 75% | 50% | 71% | 76% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 18% | 31% | 20% | - | * | - | - | 20% | * | 32% | 27% | 27% | 37% |
| | 2019 | 48% | 42% | 38% | 27% | 39% | * | - | - | - | - | 11% | * | 39% | 31% | 37% | 41% |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 0% | 14% | 20% | - | * | - | - | 5% | * | 13% | 10% | 12% | 16% |
| | 2019 | 21% | 15% | 20% | 18% | 21% | * | - | - | - | - | 0% | * | 20% | 19% | 19% | 22% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 51% | 9% | 54% | 40% | - | * | - | - | 30% | * | 55% | 33% | 47% | 60% |
| | 2019 | 82% | 82% | 70% | 82% | 69% | * | - | - | - | - | 37% | * | 72% | 63% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 20% | 0% | 20% | 40% | - | * | - | - | 15% | * | 19% | 20% | 16% | 24% |
| | 2019 | 52% | 47% | 33% | 27% | 34% | * | - | - | - | - | 15% | * | 34% | 31% | 32% | 30% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 0% | 8% | 20% | - | * | - | - | 5% | * | 9% | 7% | 7% | 10% |
| | 2019 | 26% | 21% | 10% | 18% | 10% | * | - | - | - | - | 4% | * | 10% | 13% | 10% | 9% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 33% | 49% | * | - | * | - | - | 27% | * | 49% | 41% | 45% | 50% |
| | 2019 | 68% | 66% | 58% | 80% | 58% | * | - | - | - | - | 15% | * | 57% | 60% | 59% | 59% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 26% | 17% | 27% | * | - | * | - | - | 18% | * | 28% | 18% | 24% | 24% |
| | 2019 | 38% | 32% | 28% | 40% | 28% | * | - | - | - | - | 8% | * | 27% | 35% | 29% | 31% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 0% | 5% | * | - | * | - | - | 9% | * | 5% | 0% | 5% | 2% |
| | 2019 | 14% | 10% | 7% | 20% | 7% | * | - | - | - | - | 0% | * | 7% | 5% | 6% | 8% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 51 | * | 49 | * | - | - | - | - | 35 | * | 52 | 39 | 48 | 53 |
| | 2018 | 63 | 61 | 54 | 67 | 54 | 40 | * | - | - | * | 46 | * | 56 | 44 | 58 | 46 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 32 | 60 | 31 | * | - | - | - | - | 25 | * | 32 | 32 | 29 | 24 |
| | 2018 | 65 | 61 | 48 | 61 | 47 | 67 | * | - | - | * | 37 | * | 47 | 55 | 47 | 38 |
| All Grades Both Subjects | 2019 | 69 | 69 | 40 | 67 | 39 | * | - | - | - | - | 30 | 40 | 41 | 35 | 37 | 35 |
| | 2018 | 69 | 68 | 51 | 64 | 50 | 55 | * | - | - | * | 41 | * | 51 | 50 | 52 | 41 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 51 | * | 49 | * | - | - | - | - | 35 | * | 52 | 39 | 48 | 53 |
| | 2018 | 69 | 68 | 54 | 67 | 54 | 40 | * | - | - | * | 46 | * | 56 | 44 | 58 | 46 |
| All Grades Mathematics | 2019 | 70 | 70 | 32 | 60 | 31 | * | - | - | - | - | 25 | * | 32 | 32 | 29 | 24 |
| | 2018 | 70 | 69 | 48 | 61 | 47 | 67 | * | - | - | * | 37 | * | 47 | 55 | 47 | 38 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 61% | - | 48% | 78% | - | - | - | - | - | - | 50% | 47% | 60% | - |
| | 2019 | 78% | 76% | 68% | 68% | - | 53% | 93% | - | - | - | - | - | - | 55% | | 67% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 25% | 30% | - | 21% | 42% | - | - | - | - | - | - | 17% | 21% | 29% | - |
| | 2019 | 50% | 45% | 34% | 33% | - | 23% | 48% | - | - | - | - | - | - | 10% | | 30% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 11% | - | 9% | 14% | - | - | - | - | - | - | 8% | 7% | 11% | - |
| | 2019 | 24% | 18% | 13% | 12% | - | 8% | 19% | - | - | - | - | - | - | 0% | | 11% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 59% | 66% | - | 54% | 80% | - | - | - | - | - | - | * | 52% | 65% | - |
| | 2019 | 75% | 72% | 71% | 75% | - | 62% | 96% | - | - | - | - | - | - | 58% | | 73% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 37% | - | 27% | 49% | - | - | - | - | - | - | * | 23% | 37% | - |
| | 2019 | 48% | 42% | 38% | 40% | - | 31% | 54% | - | - | - | - | - | - | 8% | | 37% | |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 16% | - | 13% | 20% | - | - | - | - | - | - | * | 9% | 16% | - |
| | 2019 | 21% | 15% | 20% | 20% | - | 15% | 27% | - | - | - | - | - | - | 0% | | 18% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 51% | 60% | - | 48% | 76% | - | - | - | - | - | - | * | 41% | 60% | - |
| | 2019 | 82% | 82% | 70% | 67% | - | 54% | 90% | - | - | - | - | - | - | 75% | | 68% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 20% | 25% | - | 23% | 27% | - | - | - | - | - | - | * | 15% | 24% | - |
| | 2019 | 52% | 47% | 33% | 28% | - | 21% | 40% | - | - | - | - | - | - | 17% | | 27% | |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 11% | - | 10% | 12% | - | - | - | - | - | - | * | 6% | 10% | - |
| | 2019 | 26% | 21% | 10% | 8% | - | 4% | 15% | - | - | - | - | - | - | 0% | | 7% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 50% | - | 35% | 75% | - | - | - | - | - | - | * | 46% | 50% | - |
| | 2019 | 68% | 66% | 58% | 59% | - | 34% | 96% | - | - | - | - | - | - | 14% | | 55% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 26% | 26% | - | 4% | 63% | - | - | - | - | - | - | * | 28% | 24% | - |
| | 2019 | 38% | 32% | 28% | 28% | - | 12% | 52% | - | - | - | - | - | - | 0% | | 25% | |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 2% | - | 0% | 6% | - | - | - | - | - | - | * | 7% | 2% | - |
| | 2019 | 14% | 10% | 7% | 4% | - | 0% | 11% | - | - | - | - | - | - | 0% | | 4% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 100% | 100% | - | * | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 88% | 74% | 90% | 81% | - | * | - | - | 88% | 100% | 96% | 64% | 88% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 9% | 26% | 7% | 19% | - | * | - | - | 12% | 0% | 4% | 27% | 9% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 0% | - | * | - | - | 0% | 0% | 1% | 9% | 3% | 5% |
| Not Tested | 12% | 6% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 84% | 95% | 100% | - | - | - | - | 89% | 100% | 98% | 78% | 94% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 16% | 4% | 0% | - | - | - | - | 11% | 0% | 2% | 18% | 5% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 0% | 5% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | 98.0% | 98.9% | 98.9% | - | * | - | * | 98.7% | 98.8% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 96.1% | 94.6% | 96.2% | 95.5% | * | * | - | - | 94.4% | 96.1% | 96.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.5% | 9.4% | 4.4% | 0.0% | - | * | - | * | 4.8% | 4.4% | 1.6% |
| 2018-19 | 11.4% | 15.3% | 10.2% | 19.5% | 9.5% | 7.1% | * | * | - | - | 17.6% | 10.4% | 7.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 573 | 100.0% | 50,547 | 5,359,040 | 573 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 64 | 11.2% | 3.8% | 3.7% | 64 | 11.2% | 3.7% | 3.7% |
| Kindergarten | 97 | 16.9% | 6.4% | 6.7% | 97 | 16.9% | 6.4% | 6.7% |
| Grade 1 | 107 | 18.7% | 6.8% | 7.1% | 107 | 18.7% | 6.8% | 7.1% |
| Grade 2 | 105 | 18.3% | 6.7% | 7.1% | 105 | 18.3% | 6.7% | 7.1% |
| Grade 3 | 98 | 17.1% | 6.9% | 7.1% | 98 | 17.1% | 6.9% | 7.1% |
| Grade 4 | 102 | 17.8% | 7.1% | 7.2% | 102 | 17.8% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 32 | 5.6% | 7.7% | 12.7% | 32 | 5.6% | 7.7% | 12.7% |
| Hispanic | 511 | 89.2% | 83.2% | 52.9% | 511 | 89.2% | 83.2% | 52.9% |
| White | 23 | 4.0% | 5.3% | 26.5% | 23 | 4.0% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 5 | 0.9% | 3.0% | 4.7% | 5 | 0.9% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 2 | 0.3% | 0.7% | 2.7% | 2 | 0.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 301 | 52.5% | 48.5% | 48.9% | 301 | 52.5% | 48.5% | 48.9% |
| Male | 272 | 47.5% | 51.5% | 51.1% | 272 | 47.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 499 | 87.1% | 83.8% | 60.3% | 499 | 87.1% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 74 | 12.9% | 16.2% | 39.7% | 74 | 12.9% | 16.3% | 39.8% |
| Section 504 Students | 16 | 2.8% | 5.8% | 7.2% | 16 | 2.8% | 5.7% | 7.2% |
| EB Students/EL | 283 | 49.4% | 30.0% | 20.7% | 283 | 49.4% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 15 | 2.6% | 4.6% | 4.5% | 15 | 2.6% | 4.6% | 4.5% |
| Foster Care | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 20 | 3.5% | 2.8% | 2.0% | 20 | 3.5% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 573 | 100.0% | 68.6% | 64.5% | 573 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.2% | 0.4% | 2.7% | 1 | 0.2% | 0.4% | 2.7% |
| At-Risk | 305 | 53.2% | 58.7% | 49.2% | 305 | 53.2% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 325 | 56.7% | 28.1% | 21.0% | 325 | 56.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 33 | 5.8% | 5.6% | 8.3% | 33 | 5.8% | 5.6% | 8.3% |
| Special Education | 55 | 9.6% | 11.9% | 11.1% | 55 | 9.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 55 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 7 | 12.7% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 18 | 32.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 18 | 32.7% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 12 | 21.8% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 78 | 15.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 13 | 2.6% | 2.2% | 2.8% | | | | |
| Hispanic | 64 | 13.0% | 10.6% | 7.1% | | | | |
| White | 1 | 0.2% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 10.9% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 36 | 14.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 68 | 16.0% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 111 | 20.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 4.7% | 8.0% | 1.9% | 7.1% | 8.8% | 3.2% |
| Grade 2 | 1.1% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 14.8 | 17.4 | 17.7 |
| Grade 1 | 16.5 | 17.9 | 18.0 |
| Grade 2 | 13.8 | 16.4 | 18.0 |
| Grade 3 | 16.0 | 17.4 | 18.2 |
| Grade 4 | 16.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 73.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 55.0 | 75.2% | 58.7% | 64.3% |
| Teachers | 46.3 | 63.3% | 45.1% | 49.6% |
| Professional Support | 6.7 | 9.2% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.7% | 2.3% | 3.0% |
| Educational Aides: | 18.1 | 24.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 54.6 | 74.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.1 | 4.5% | 9.9% | 11.1% |
| Hispanic | 31.1 | 67.2% | 38.0% | 28.4% |
| White | 11.1 | 24.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.2% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.2% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.1 | 8.9% | 24.8% | 23.8% |
| Females | 42.2 | 91.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 35.3 | 76.2% | 75.9% | 73.0% |
| Masters | 11.0 | 23.8% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.2% | 5.3% | 6.7% |
| 1-5 Years Experience | 9.1 | 19.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 10.1 | 21.9% | 24.4% | 20.3% |
| 11-20 Years Experience | 20.1 | 43.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.0 | 10.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 2.2% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.4 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 12.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 12.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 11.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 11.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.7 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.4 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,838 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,169 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$59,016 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$54,411 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$48,616 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,253 | \$60,082 | \$57,641 |
| Professional Support | \$65,013 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,851 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 13.5 | 29.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 28.1 | 60.8% | 63.3% | 71.0% |
| Special Education | 4.6 | 10.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GARFIELD EL (101917105) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GENOA EL

Campus Number: 101917106

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 43% | * | 43% | * | - | * | - | * | 27% | * | 41% | 60% | 41% | 63% |
| | 2019 | 76% | 80% | 77% | 63% | 82% | 57% | - | * | - | * | 50% | * | 80% | 60% | 74% | 88% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 21% | * | 20% | * | - | * | - | * | 18% | * | 20% | 30% | 20% | 34% |
| | 2019 | 45% | 42% | 39% | 38% | 34% | 43% | - | * | - | * | 40% | * | 44% | 10% | 38% | 75% |
| At Masters Grade Level | 2021 | 19% | 12% | 10% | * | 10% | * | - | * | - | * | 9% | * | 7% | 30% | 10% | 19% |
| | 2019 | 27% | 23% | 17% | 13% | 11% | 29% | - | * | - | * | 0% | * | 20% | 0% | 17% | 50% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 46% | * | 43% | * | - | * | - | * | 18% | * | 45% | 50% | 45% | 75% |
| | 2019 | 79% | 78% | 74% | 75% | 71% | 86% | - | * | - | * | 50% | * | 71% | 90% | 72% | 100% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 20% | * | 19% | * | - | * | - | * | 18% | * | 18% | 30% | 18% | 38% |
| | 2019 | 49% | 41% | 40% | 50% | 33% | 57% | - | * | - | * | 40% | * | 36% | 60% | 41% | 75% |
| At Masters Grade Level | 2021 | 14% | 6% | 7% | * | 7% | * | - | * | - | * | 0% | * | 6% | 20% | 7% | 16% |
| | 2019 | 25% | 17% | 15% | 13% | 11% | 29% | - | * | - | * | 0% | * | 16% | 10% | 16% | 25% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 56% | 38% | 56% | * | - | * | - | * | 41% | - | 53% | 75% | 54% | 48% |
| | 2019 | 75% | 77% | 87% | 89% | 86% | * | - | * | - | * | 80% | * | 85% | 96% | 87% | 81% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 24% | 13% | 21% | * | - | * | - | * | 29% | - | 22% | 42% | 22% | 15% |
| | 2019 | 44% | 41% | 50% | 44% | 49% | * | - | * | - | * | 40% | * | 44% | 70% | 48% | 40% |
| At Masters Grade Level | 2021 | 17% | 8% | 6% | 0% | 4% | * | - | * | - | * | 6% | - | 3% | 25% | 7% | 0% |
| | 2019 | 22% | 17% | 18% | 33% | 16% | * | - | * | - | * | 7% | * | 13% | 39% | 18% | 12% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 47% | 25% | 50% | * | - | * | - | * | 41% | - | 47% | 50% | 46% | 39% |
| | 2019 | 75% | 75% | 72% | 56% | 74% | * | - | * | - | * | 53% | * | 69% | 83% | 70% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 19% | 0% | 19% | * | - | * | - | * | 29% | - | 18% | 25% | 17% | 19% |
| | 2019 | 48% | 40% | 34% | 22% | 35% | * | - | * | - | * | 47% | * | 30% | 52% | 35% | 41% |
| At Masters Grade Level | 2021 | 21% | 10% | 5% | 0% | 5% | * | - | * | - | * | 6% | - | 2% | 25% | 4% | 4% |
| | 2019 | 28% | 18% | 15% | 22% | 15% | * | - | * | - | * | 13% | * | 11% | 30% | 16% | 19% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 48% | 25% | 49% | * | - | * | - | * | 29% | - | 50% | 33% | 46% | 35% |
| | 2019 | 67% | 66% | 76% | 78% | 75% | * | - | * | - | * | 80% | * | 74% | 83% | 75% | 76% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 19% | 0% | 19% | * | - | * | - | * | 29% | - | 18% | 25% | 19% | 11% |
| | 2019 | 35% | 30% | 37% | 44% | 35% | * | - | * | - | * | 40% | * | 32% | 57% | 38% | 33% |
| At Masters Grade Level | 2021 | 8% | 4% | 6% | 0% | 5% | * | - | * | - | * | 6% | - | 6% | 8% | 7% | 2% |
| | 2019 | 11% | 8% | 10% | 0% | 9% | * | - | * | - | * | 0% | * | 6% | 26% | 10% | 9% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 48% | 35% | 49% | 60% | - | 59% | - | 22% | 33% | * | 48% | 54% | 47% | 49% |
| | 2019 | 78% | 76% | 77% | 72% | 78% | 65% | - | 95% | - | 60% | 65% | 87% | 76% | 84% | 76% | 80% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 12% | 20% | 35% | - | 35% | - | 22% | 26% | * | 19% | 30% | 19% | 21% |
| | 2019 | 50% | 45% | 40% | 40% | 38% | 41% | - | 70% | - | 40% | 42% | 53% | 37% | 54% | 40% | 41% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 8% | 6% | 20% | - | 0% | - | 22% | 5% | * | 5% | 21% | 7% | 6% |
| | 2019 | 24% | 18% | 15% | 16% | 13% | 24% | - | 40% | - | 40% | 5% | 20% | 12% | 26% | 15% | 15% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 44% | 50% | 63% | - | 57% | - | * | 36% | * | 48% | 68% | 48% | 53% |
| | 2019 | 75% | 72% | 83% | 76% | 85% | 63% | - | 100% | - | * | 68% | 83% | 83% | 85% | 82% | 82% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 22% | 21% | 38% | - | 43% | - | * | 25% | * | 21% | 36% | 21% | 22% |
| | 2019 | 48% | 42% | 46% | 41% | 44% | 38% | - | 88% | - | * | 40% | 67% | 44% | 52% | 44% | 44% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 11% | 7% | 25% | - | 0% | - | * | 7% | * | 5% | 27% | 8% | 7% |
| | 2019 | 21% | 15% | 18% | 24% | 14% | 25% | - | 50% | - | * | 4% | 17% | 15% | 27% | 18% | 17% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 46% | 33% | 47% | 50% | - | 71% | - | * | 32% | * | 46% | 50% | 45% | 52% |
| | 2019 | 82% | 82% | 73% | 65% | 73% | 75% | - | 88% | - | * | 52% | 100% | 70% | 85% | 71% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 11% | 19% | 25% | - | 43% | - | * | 25% | * | 18% | 27% | 17% | 26% |
| | 2019 | 52% | 47% | 36% | 35% | 35% | 50% | - | 63% | - | * | 44% | 50% | 32% | 55% | 37% | 45% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 11% | 6% | 13% | - | 0% | - | * | 4% | * | 4% | 23% | 6% | 8% |
| | 2019 | 26% | 21% | 15% | 18% | 13% | 25% | - | 38% | - | * | 8% | 17% | 13% | 24% | 16% | 20% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 25% | 49% | * | - | * | - | * | 29% | - | 50% | 33% | 46% | 35% |
| | 2019 | 68% | 66% | 76% | 78% | 75% | * | - | * | - | * | 80% | * | 74% | 83% | 75% | 76% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | 0% | 19% | * | - | * | - | * | 29% | - | 18% | 25% | 19% | 11% |
| | 2019 | 38% | 32% | 37% | 44% | 35% | * | - | * | - | * | 40% | * | 32% | 57% | 38% | 33% |
| At Masters Grade Level | 2021 | 9% | 4% | 6% | 0% | 5% | * | - | * | - | * | 6% | - | 6% | 8% | 7% | 2% |
| | 2019 | 14% | 10% | 10% | 0% | 9% | * | - | * | - | * | 0% | * | 6% | 26% | 10% | 9% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 85 | 75 | 85 | * | - | * | - | * | 95 | * | 86 | 82 | 84 | 72 |
| | 2018 | 63 | 61 | 61 | 43 | 61 | * | * | * | - | * | 60 | * | 70 | 46 | 59 | 91 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 62 | 81 | 61 | * | - | * | - | * | 60 | * | 61 | 67 | 63 | 53 |
| | 2018 | 65 | 61 | 46 | 36 | 45 | * | * | * | - | * | 54 | * | 47 | 42 | 46 | 46 |
| All Grades Both Subjects | 2019 | 69 | 69 | 71 | 78 | 70 | * | - | 75 | - | * | 75 | 60 | 70 | 74 | 71 | 58 |
| | 2018 | 69 | 68 | 52 | 39 | 51 | 100 | * | 81 | - | * | 57 | 86 | 55 | 44 | 51 | 55 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 85 | 75 | 85 | * | - | * | - | * | 95 | * | 86 | 82 | 84 | 72 |
| | 2018 | 69 | 68 | 61 | 43 | 61 | * | * | * | - | * | 60 | * | 70 | 46 | 59 | 91 |
| All Grades Mathematics | 2019 | 70 | 70 | 62 | 81 | 61 | * | - | * | - | * | 60 | * | 61 | 67 | 63 | 53 |
| | 2018 | 70 | 69 | 46 | 36 | 45 | * | * | * | - | * | 54 | * | 47 | 42 | 46 | 46 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 48% | 47% | - | 47% | - | - | - | 59% | - | 59% | - | 53% | 48% | 49% | - |
| | 2019 | 78% | 76% | 77% | 80% | - | 80% | - | - | - | 100% | - | 100% | - | 59% | | 77% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 21% | - | 21% | - | - | - | 35% | - | 35% | - | 14% | 20% | 21% | - |
| | 2019 | 50% | 45% | 40% | 39% | - | 39% | - | - | - | 50% | - | 50% | - | 14% | | 35% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 8% | - | 8% | - | - | - | 0% | - | 0% | - | 0% | 7% | 6% | - |
| | 2019 | 24% | 18% | 15% | 13% | - | 13% | - | - | - | 0% | - | 0% | - | 3% | | 11% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 52% | - | 52% | - | - | - | 57% | - | 57% | - | 58% | 47% | 53% | - |
| | 2019 | 75% | 72% | 83% | 81% | - | 81% | - | - | - | * | - | * | - | 60% | | 79% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 22% | - | 22% | - | - | - | 43% | - | 43% | - | 8% | 23% | 22% | - |
| | 2019 | 48% | 42% | 46% | 40% | - | 40% | - | - | - | * | - | * | - | 10% | | 36% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 9% | - | 9% | - | - | - | 0% | - | 0% | - | 0% | 8% | 7% | - |
| | 2019 | 21% | 15% | 18% | 12% | - | 12% | - | - | - | * | - | * | - | 0% | | 9% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 46% | 51% | - | 51% | - | - | - | 71% | - | 71% | - | 50% | 41% | 52% | - |
| | 2019 | 82% | 82% | 73% | 79% | - | 79% | - | - | - | * | - | * | - | 70% | | 79% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 25% | - | 25% | - | - | - | 43% | - | 43% | - | 17% | 14% | 26% | - |
| | 2019 | 52% | 47% | 36% | 42% | - | 42% | - | - | - | * | - | * | - | 20% | | 39% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 10% | - | 10% | - | - | - | 0% | - | 0% | - | 0% | 4% | 8% | - |
| | 2019 | 26% | 21% | 15% | 16% | - | 16% | - | - | - | * | - | * | - | 10% | | 14% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 31% | - | 31% | - | - | - | * | - | * | - | 50% | 63% | 35% | - |
| | 2019 | 68% | 66% | 76% | 79% | - | 79% | - | - | - | * | - | * | - | 44% | | 74% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | 10% | - | 10% | - | - | - | * | - | * | - | 17% | 28% | 11% | - |
| | 2019 | 38% | 32% | 37% | 36% | - | 36% | - | - | - | * | - | * | - | 11% | | 30% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 6% | 3% | - | 3% | - | - | - | * | - | * | - | 0% | 11% | 2% | - |
| | 2019 | 14% | 10% | 10% | 12% | - | 12% | - | - | - | * | - | * | - | 0% | | 9% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 97% | 100% | 100% | - | 100% | - | 100% | 100% | * | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 88% | 88% | 76% | 89% | 87% | - | 100% | - | 69% | 74% | * | 91% | 71% | 89% | 86% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 21% | 2% | 0% | - | 0% | - | 15% | 0% | * | 1% | 15% | 4% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 9% | 0% | 9% | 13% | - | 0% | - | 15% | 26% | * | 8% | 13% | 8% | 12% |
| Not Tested | 12% | 6% | 0% | 3% | 0% | 0% | - | 0% | - | 0% | 0% | * | 0% | 1% | 0% | 0% |
| Absent | 2% | 2% | 0% | 3% | 0% | 0% | - | 0% | - | 0% | 0% | * | 0% | 1% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 73% | 80% | 72% | 100% | - | 69% | - | 100% | 71% | 88% | 76% | 63% | 74% | 58% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 17% | 4% | 0% | - | 0% | - | 0% | 9% | 0% | 2% | 15% | 5% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 22% | 4% | 24% | 0% | - | 31% | - | 0% | 21% | 12% | 22% | 22% | 21% | 40% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.4% | 97.9% | 98.5% | 97.3% | - | 99.6% | * | * | 96.0% | 98.7% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 95.4% | 95.3% | 95.5% | 89.9% | * | 97.3% | * | * | 91.1% | 95.4% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.1% | 10.0% | 5.9% | 10.0% | - | 0.0% | * | 0.0% | 18.7% | 5.1% | 1.2% |
| 2018-19 | 11.4% | 15.3% | 12.7% | 17.6% | 11.6% | 35.0% | * | 0.0% | * | 16.7% | 28.8% | 12.8% | 6.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 593 | 100.0% | 50,547 | 5,359,040 | 593 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 2 | 0.3% | 0.3% | 0.3% | 2 | 0.3% | 0.3% | 0.4% |
| Pre-Kindergarten | 62 | 10.5% | 3.8% | 3.7% | 62 | 10.5% | 3.7% | 3.7% |
| Kindergarten | 89 | 15.0% | 6.4% | 6.7% | 89 | 15.0% | 6.4% | 6.7% |
| Grade 1 | 100 | 16.9% | 6.8% | 7.1% | 100 | 16.9% | 6.8% | 7.1% |
| Grade 2 | 131 | 22.1% | 6.7% | 7.1% | 131 | 22.1% | 6.7% | 7.1% |
| Grade 3 | 103 | 17.4% | 6.9% | 7.1% | 103 | 17.4% | 6.9% | 7.1% |
| Grade 4 | 106 | 17.9% | 7.1% | 7.2% | 106 | 17.9% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 31 | 5.2% | 7.7% | 12.7% | 31 | 5.2% | 7.7% | 12.7% |
| Hispanic | 498 | 84.0% | 83.2% | 52.9% | 498 | 84.0% | 83.2% | 52.9% |
| White | 32 | 5.4% | 5.3% | 26.5% | 32 | 5.4% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 22 | 3.7% | 3.0% | 4.7% | 22 | 3.7% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 9 | 1.5% | 0.7% | 2.7% | 9 | 1.5% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 318 | 53.6% | 48.5% | 48.9% | 318 | 53.6% | 48.5% | 48.9% |
| Male | 275 | 46.4% | 51.5% | 51.1% | 275 | 46.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 506 | 85.3% | 83.8% | 60.3% | 506 | 85.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 87 | 14.7% | 16.2% | 39.7% | 87 | 14.7% | 16.3% | 39.8% |
| Section 504 Students | 9 | 1.5% | 5.8% | 7.2% | 9 | 1.5% | 5.7% | 7.2% |
| EB Students/EL | 283 | 47.7% | 30.0% | 20.7% | 283 | 47.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 16 | 2.7% | 4.6% | 4.5% | 16 | 2.7% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 0.2% | 0.8% | 1.1% | 1 | 0.2% | 0.8% | 1.1% |
| Immigrant | 10 | 1.7% | 2.8% | 2.0% | 10 | 1.7% | 2.8% | 2.0% |
| Migrant | 5 | 0.8% | 0.2% | 0.3% | 5 | 0.8% | 0.2% | 0.3% |
| Title I | 593 | 100.0% | 68.6% | 64.5% | 593 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.7% | 0.4% | 2.7% | 4 | 0.7% | 0.4% | 2.7% |
| At-Risk | 374 | 63.1% | 58.7% | 49.2% | 374 | 63.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 238 | 40.1% | 28.1% | 21.0% | 238 | 40.1% | 28.0% | 20.9% |
| Gifted and Talented Education | 33 | 5.6% | 5.6% | 8.3% | 33 | 5.6% | 5.6% | 8.3% |
| Special Education | 87 | 14.7% | 11.9% | 11.1% | 87 | 14.7% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 87 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 25 | 28.7% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 31 | 35.6% | 18.2% | 21.3% | | | | |
| Students with Autism | 11 | 12.6% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 15 | 17.2% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 5 | 5.7% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 67 | 12.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 15 | 2.8% | 2.2% | 2.8% | | | | |
| Hispanic | 39 | 7.3% | 10.6% | 7.1% | | | | |
| White | 9 | 1.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 3 | 0.6% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 6.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 24 | 9.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 53 | 11.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 108 | 19.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 5.1% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 2.2% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 2.2% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 20.0 | 17.4 | 17.7 |
| Grade 1 | 16.8 | 17.9 | 18.0 |
| Grade 2 | 18.0 | 16.4 | 18.0 |
| Grade 3 | 17.3 | 17.4 | 18.2 |
| Grade 4 | 14.8 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 79.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 60.6 | 75.9% | 58.7% | 64.3% |
| Teachers | 50.6 | 63.3% | 45.1% | 49.6% |
| Professional Support | 8.1 | 10.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.5% | 2.3% | 3.0% |
| Educational Aides: | 19.3 | 24.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 53.2 | 66.5% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.5 | 8.8% | 9.9% | 11.1% |
| Hispanic | 24.0 | 47.4% | 38.0% | 28.4% |
| White | 21.1 | 41.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 4.0% | 24.8% | 23.8% |
| Females | 48.6 | 96.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 34.0 | 67.2% | 75.9% | 73.0% |
| Masters | 16.6 | 32.8% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 8.9 | 17.5% | 30.1% | 27.8% |
| 6-10 Years Experience | 15.0 | 29.7% | 24.4% | 20.3% |
| 11-20 Years Experience | 21.7 | 42.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.9 | 9.7% | 9.8% | 13.0% |
| Over 30 Years Experience | ? | 0.2% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 11.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 14.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 14.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,001 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,553 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$58,790 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,670 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,496 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,767 | \$60,082 | \$57,641 |
| Professional Support | \$67,405 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$101,430 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 17.2 | 34.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 25.8 | 51.0% | 63.3% | 71.0% |
| Special Education | 7.6 | 15.1% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GENOA EL (101917106) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: GOLDEN ACRES EL

Campus Number: 101917107

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 59% | - | 55% | 86% | - | - | - | - | 40% | * | 59% | * | 59% | 39% |
| | 2019 | 76% | 80% | 79% | - | 78% | 100% | - | * | - | * | 43% | * | 75% | 100% | 81% | 67% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 31% | - | 23% | 86% | - | - | - | - | 0% | * | 29% | * | 32% | 17% |
| | 2019 | 45% | 42% | 37% | - | 36% | 50% | - | * | - | * | 21% | * | 34% | 50% | 38% | 30% |
| At Masters Grade Level | 2021 | 19% | 12% | 15% | - | 9% | 57% | - | - | - | - | 0% | * | 14% | * | 11% | 0% |
| | 2019 | 27% | 23% | 17% | - | 19% | 0% | - | * | - | * | 7% | * | 16% | 21% | 18% | 16% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 59% | - | 53% | 100% | - | - | - | - | 0% | * | 59% | * | 59% | 52% |
| | 2019 | 79% | 78% | 71% | - | 70% | 83% | - | * | - | * | 36% | * | 66% | 93% | 71% | 67% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 24% | - | 19% | 57% | - | - | - | - | 0% | * | 24% | * | 20% | 26% |
| | 2019 | 49% | 41% | 31% | - | 29% | 50% | - | * | - | * | 21% | * | 31% | 29% | 29% | 33% |
| At Masters Grade Level | 2021 | 14% | 6% | 11% | - | 9% | 29% | - | - | - | - | 0% | * | 12% | * | 7% | 4% |
| | 2019 | 25% | 17% | 9% | - | 10% | 0% | - | * | - | * | 0% | * | 8% | 14% | 9% | 9% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 40% | - | 40% | * | - | - | - | * | 8% | * | 41% | 33% | 37% | 38% |
| | 2019 | 75% | 77% | 75% | - | 74% | 73% | - | * | - | * | 62% | - | 77% | 62% | 71% | 72% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 12% | - | 12% | * | - | - | - | * | 0% | * | 10% | 22% | 9% | 6% |
| | 2019 | 44% | 41% | 36% | - | 34% | 45% | - | * | - | * | 31% | - | 35% | 38% | 34% | 33% |
| At Masters Grade Level | 2021 | 17% | 8% | 3% | - | 3% | * | - | - | - | * | 0% | * | 2% | 11% | 2% | 3% |
| | 2019 | 22% | 17% | 13% | - | 9% | 36% | - | * | - | * | 15% | - | 14% | 8% | 11% | 10% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 39% | - | 39% | * | - | - | - | * | 15% | * | 39% | 33% | 38% | 36% |
| | 2019 | 75% | 75% | 79% | - | 77% | 91% | - | * | - | * | 33% | - | 81% | 69% | 78% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 10% | - | 9% | * | - | - | - | * | 0% | * | 10% | 11% | 10% | 6% |
| | 2019 | 48% | 40% | 41% | - | 38% | 45% | - | * | - | * | 33% | - | 44% | 23% | 39% | 49% |
| At Masters Grade Level | 2021 | 21% | 10% | 6% | - | 5% | * | - | - | - | * | 0% | * | 5% | 11% | 5% | 3% |
| | 2019 | 28% | 18% | 17% | - | 19% | 9% | - | * | - | * | 8% | - | 19% | 8% | 14% | 28% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 30% | - | 30% | * | - | - | - | * | 8% | * | 30% | 30% | 27% | 22% |
| | 2019 | 67% | 66% | 60% | - | 57% | 73% | - | * | - | * | 31% | - | 57% | 77% | 61% | 59% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 7% | - | 6% | * | - | - | - | * | 0% | * | 7% | 10% | 5% | 0% |
| | 2019 | 35% | 30% | 21% | - | 18% | 36% | - | * | - | * | 31% | - | 20% | 23% | 19% | 15% |
| At Masters Grade Level | 2021 | 8% | 4% | 0% | - | 0% | * | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 11% | 8% | 5% | - | 3% | 18% | - | * | - | * | 8% | - | 4% | 8% | 4% | 3% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 44% | - | 42% | 76% | - | - | - | * | 13% | 0% | 45% | 38% | 42% | 36% |
| | 2019 | 78% | 76% | 73% | - | 71% | 82% | - | 60% | - | 100% | 41% | * | 71% | 81% | 72% | 69% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 16% | - | 13% | 57% | - | - | - | * | 0% | 0% | 15% | 21% | 14% | 10% |
| | 2019 | 50% | 45% | 33% | - | 31% | 44% | - | 20% | - | 71% | 27% | * | 33% | 33% | 32% | 32% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | - | 4% | 33% | - | - | - | * | 0% | 0% | 6% | 9% | 5% | 2% |
| | 2019 | 24% | 18% | 12% | - | 12% | 16% | - | 0% | - | 0% | 8% | * | 12% | 12% | 11% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 48% | - | 46% | 78% | - | - | - | * | 18% | * | 49% | 42% | 47% | 38% |
| | 2019 | 75% | 72% | 77% | - | 76% | 82% | - | * | - | * | 52% | * | 76% | 81% | 76% | 70% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | - | 17% | 67% | - | - | - | * | 0% | * | 19% | 33% | 19% | 11% |
| | 2019 | 48% | 42% | 36% | - | 35% | 47% | - | * | - | * | 26% | * | 35% | 44% | 36% | 32% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | - | 5% | 44% | - | - | - | * | 0% | * | 7% | 17% | 6% | 2% |
| | 2019 | 21% | 15% | 15% | - | 14% | 24% | - | * | - | * | 11% | * | 14% | 15% | 14% | 13% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 48% | - | 45% | 80% | - | - | - | * | 11% | * | 48% | 42% | 47% | 43% |
| | 2019 | 82% | 82% | 75% | - | 73% | 88% | - | * | - | * | 35% | * | 74% | 81% | 74% | 73% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 16% | - | 13% | 50% | - | - | - | * | 0% | * | 16% | 17% | 15% | 14% |
| | 2019 | 52% | 47% | 36% | - | 34% | 47% | - | * | - | * | 27% | * | 38% | 26% | 34% | 40% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | - | 6% | 30% | - | - | - | * | 0% | * | 8% | 8% | 6% | 4% |
| | 2019 | 26% | 21% | 13% | - | 15% | 6% | - | * | - | * | 4% | * | 14% | 11% | 12% | 18% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 30% | - | 30% | * | - | - | - | * | 8% | * | 30% | 30% | 27% | 22% |
| | 2019 | 68% | 66% | 60% | - | 57% | 73% | - | * | - | * | 31% | - | 57% | 77% | 61% | 59% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 7% | - | 6% | * | - | - | - | * | 0% | * | 7% | 10% | 5% | 0% |
| | 2019 | 38% | 32% | 21% | - | 18% | 36% | - | * | - | * | 31% | - | 20% | 23% | 19% | 15% |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | - | 0% | * | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 14% | 10% | 5% | - | 3% | 18% | - | * | - | * | 8% | - | 4% | 8% | 4% | 3% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 56 | - | 51 | 68 | - | * | - | * | 79 | - | 59 | 46 | 55 | 43 |
| | 2018 | 63 | 61 | 59 | * | 65 | 60 | * | 20 | - | - | 90 | * | 66 | 38 | 57 | 55 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 55 | - | 56 | 50 | - | * | - | * | 36 | - | 56 | 50 | 56 | 63 |
| | 2018 | 65 | 61 | 60 | * | 59 | 61 | * | 70 | - | - | 100 | * | 57 | 72 | 61 | 62 |
| All Grades Both Subjects | 2019 | 69 | 69 | 55 | - | 54 | 59 | - | * | - | * | 59 | - | 57 | 48 | 56 | 60 |
| | 2018 | 69 | 68 | 59 | * | 61 | 61 | * | 45 | - | - | 95 | * | 60 | 57 | 59 | 60 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 56 | - | 51 | 68 | - | * | - | * | 79 | - | 59 | 46 | 55 | 43 |
| | 2018 | 69 | 68 | 59 | * | 65 | 60 | * | 20 | - | - | 90 | * | 66 | 38 | 57 | 55 |
| All Grades Mathematics | 2019 | 70 | 70 | 55 | - | 56 | 50 | - | * | - | * | 36 | - | 56 | 50 | 56 | 63 |
| | 2018 | 70 | 69 | 60 | * | 59 | 61 | * | 70 | - | - | 100 | * | 57 | 72 | 61 | 62 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 44% | 36% | - | 36% | - | - | - | - | - | - | - | 40% | 50% | 36% | - |
| | 2019 | 78% | 76% | 73% | 69% | - | 69% | - | - | - | * | - | * | - | 59% | | 69% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 16% | 10% | - | 10% | - | - | - | - | - | - | - | 0% | 21% | 10% | - |
| | 2019 | 50% | 45% | 33% | 34% | - | 34% | - | - | - | * | - | * | - | 12% | | 32% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 2% | - | 2% | - | - | - | - | - | - | - | 0% | 10% | 2% | - |
| | 2019 | 24% | 18% | 12% | 14% | - | 14% | - | - | - | * | - | * | - | 6% | | 13% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 48% | 38% | - | 38% | - | - | - | - | - | - | - | * | 57% | 38% | - |
| | 2019 | 75% | 72% | 77% | 69% | - | 69% | - | - | - | * | - | * | - | 71% | | 70% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 11% | - | 11% | - | - | - | - | - | - | - | * | 28% | 11% | - |
| | 2019 | 48% | 42% | 36% | 34% | - | 34% | - | - | - | * | - | * | - | 14% | | 32% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 2% | - | 2% | - | - | - | - | - | - | - | * | 13% | 2% | - |
| | 2019 | 21% | 15% | 15% | 14% | - | 14% | - | - | - | * | - | * | - | 14% | | 13% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 48% | 43% | - | 43% | - | - | - | - | - | - | - | * | 51% | 43% | - |
| | 2019 | 82% | 82% | 75% | 74% | - | 74% | - | - | - | * | - | * | - | 57% | | 73% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 16% | 15% | - | 15% | - | - | - | - | - | - | - | * | 18% | 14% | - |
| | 2019 | 52% | 47% | 36% | 42% | - | 42% | - | - | - | * | - | * | - | 14% | | 40% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 4% | - | 4% | - | - | - | - | - | - | - | * | 12% | 4% | - |
| | 2019 | 26% | 21% | 13% | 20% | - | 20% | - | - | - | * | - | * | - | 0% | | 18% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 30% | 23% | - | 23% | - | - | - | - | - | - | - | * | 37% | 22% | - |
| | 2019 | 68% | 66% | 60% | 60% | - | 60% | - | - | - | * | - | * | - | * | | 59% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 7% | 0% | - | 0% | - | - | - | - | - | - | - | * | 13% | 0% | - |
| | 2019 | 38% | 32% | 21% | 17% | - | 17% | - | - | - | * | - | * | - | * | | 15% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | - | 0% | - | - | - | - | - | - | - | * | 0% | 0% | - |
| | 2019 | 14% | 10% | 5% | 3% | - | 3% | - | - | - | * | - | * | - | * | | 3% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 93% | - | 93% | 91% | - | - | - | * | 96% | 100% | 93% | 96% | 93% | 97% |
| Included in Accountability | 83% | 88% | 85% | - | 84% | 91% | - | - | - | * | 89% | 71% | 88% | 64% | 84% | 88% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | - | 6% | 0% | - | - | - | * | 4% | 0% | 2% | 28% | 5% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | - | 3% | 0% | - | - | - | * | 4% | 29% | 3% | 4% | 3% | 6% |
| Not Tested | 12% | 6% | 7% | - | 7% | 9% | - | - | - | * | 4% | 0% | 7% | 4% | 7% | 3% |
| Absent | 2% | 2% | 1% | - | 1% | 4% | - | - | - | * | 2% | 0% | 1% | 0% | 1% | 0% |
| Other | 10% | 4% | 6% | - | 6% | 4% | - | - | - | * | 2% | 0% | 6% | 4% | 6% | 3% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 99% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 0% | 96% | 96% | - | 100% | - | 100% | 94% | * | 97% | 83% | 93% | 98% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 100% | 2% | 4% | - | 0% | - | 0% | 1% | * | 2% | 15% | 5% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | 0% | - | 0% | 3% | * | 1% | 2% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 1% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 1% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.0% | * | 99.1% | 98.9% | - | - | - | * | 99.4% | 99.0% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 96.0% | * | 96.1% | 95.2% | - | * | - | * | 95.0% | 96.0% | 96.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.4% | 20.0% | 2.9% | 6.5% | - | - | - | * | 0.0% | 3.1% | 2.0% |
| 2018-19 | 11.4% | 15.3% | 9.0% | * | 8.4% | 14.0% | - | * | - | 0.0% | 14.8% | 10.0% | 4.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 392 | 100.0% | 50,547 | 5,359,040 | 393 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 5 | 1.3% | 0.3% | 0.3% | 6 | 1.5% | 0.3% | 0.4% |
| Pre-Kindergarten | 32 | 8.2% | 3.8% | 3.7% | 32 | 8.1% | 3.7% | 3.7% |
| Kindergarten | 74 | 18.9% | 6.4% | 6.7% | 74 | 18.8% | 6.4% | 6.7% |
| Grade 1 | 56 | 14.3% | 6.8% | 7.1% | 56 | 14.2% | 6.8% | 7.1% |
| Grade 2 | 78 | 19.9% | 6.7% | 7.1% | 78 | 19.8% | 6.7% | 7.1% |
| Grade 3 | 67 | 17.1% | 6.9% | 7.1% | 67 | 17.0% | 6.9% | 7.1% |
| Grade 4 | 80 | 20.4% | 7.1% | 7.2% | 80 | 20.4% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 6 | 1.5% | 7.7% | 12.7% | 6 | 1.5% | 7.7% | 12.7% |
| Hispanic | 338 | 86.2% | 83.2% | 52.9% | 339 | 86.3% | 83.2% | 52.9% |
| White | 44 | 11.2% | 5.3% | 26.5% | 44 | 11.2% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.3% | 3.0% | 4.7% | 1 | 0.3% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.8% | 0.7% | 2.7% | 3 | 0.8% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 174 | 44.4% | 48.5% | 48.9% | 174 | 44.3% | 48.5% | 48.9% |
| Male | 218 | 55.6% | 51.5% | 51.1% | 219 | 55.7% | 51.5% | 51.1% |
| Economically Disadvantaged | 338 | 86.2% | 83.8% | 60.3% | 338 | 86.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 54 | 13.8% | 16.2% | 39.7% | 55 | 14.0% | 16.3% | 39.8% |
| Section 504 Students | 13 | 3.3% | 5.8% | 7.2% | 13 | 3.3% | 5.7% | 7.2% |
| EB Students/EL | 155 | 39.5% | 30.0% | 20.7% | 155 | 39.4% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 14 | 3.6% | 4.6% | 4.5% | 14 | 3.6% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 11 | 2.8% | 2.8% | 2.0% | 11 | 2.8% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 392 | 100.0% | 68.6% | 64.5% | 393 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 1.0% | 0.4% | 2.7% | 4 | 1.0% | 0.4% | 2.7% |
| At-Risk | 180 | 45.9% | 58.7% | 49.2% | 180 | 45.8% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 148 | 37.8% | 28.1% | 21.0% | 148 | 37.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 32 | 8.2% | 5.6% | 8.3% | 32 | 8.1% | 5.6% | 8.3% |
| Special Education | 44 | 11.2% | 11.9% | 11.1% | 45 | 11.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 44 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 8 | 18.2% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 22 | 50.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 12 | 27.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 34 | 10.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 4 | 1.3% | 2.2% | 2.8% | | | | |
| Hispanic | 24 | 7.5% | 10.6% | 7.1% | | | | |
| White | 6 | 1.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 2 | 4.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 13 | 8.8% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 29 | 10.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 43 | 13.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 5.5% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 23.5 | 17.4 | 17.7 |
| Grade 1 | 21.5 | 17.9 | 18.0 |
| Grade 2 | 14.3 | 16.4 | 18.0 |
| Grade 3 | 21.0 | 17.4 | 18.2 |
| Grade 4 | 22.0 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 53.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 39.8 | 74.7% | 58.7% | 64.3% |
| Teachers | 31.1 | 58.4% | 45.1% | 49.6% |
| Professional Support | 6.6 | 12.5% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.8% | 2.3% | 3.0% |
| Educational Aides: | 13.5 | 25.3% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 29.7 | 55.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 9.9% | 11.1% |
| Hispanic | 14.0 | 45.0% | 38.0% | 28.4% |
| White | 17.1 | 55.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.1 | 10.0% | 24.8% | 23.8% |
| Females | 28.0 | 90.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 27.1 | 87.1% | 75.9% | 73.0% |
| Masters | 4.0 | 12.9% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 6.0 | 19.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 11.1 | 35.7% | 24.4% | 20.3% |
| 11-20 Years Experience | 8.6 | 27.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 2.0 | 6.4% | 9.8% | 13.0% |
| Over 30 Years Experience | 3.4 | 10.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 10.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 8.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 1.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 11.6 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,798 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$58,808 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$56,979 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$56,652 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$58,161 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$57,898 | \$60,082 | \$57,641 |
| Professional Support | \$64,799 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,666 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 12.0 | 38.7% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 17.0 | 54.4% | 63.3% | 71.0% |
| Special Education | 2.1 | 6.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
GOLDEN ACRES EL (101917107) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PEARL HALL EL

Campus Number: 101917108

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 60% | * | 60% | * | - | - | - | - | 73% | * | 62% | 53% | 59% | 62% |
| | 2019 | 76% | 80% | 81% | * | 83% | * | - | * | - | * | 33% | * | 81% | 83% | 81% | 90% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 28% | * | 30% | * | - | - | - | - | 45% | * | 30% | 18% | 28% | 36% |
| | 2019 | 45% | 42% | 38% | * | 39% | * | - | * | - | * | 11% | * | 39% | 33% | 37% | 47% |
| At Masters Grade Level | 2021 | 19% | 12% | 10% | * | 11% | * | - | - | - | - | 0% | * | 12% | 6% | 11% | 19% |
| | 2019 | 27% | 23% | 23% | * | 24% | * | - | * | - | * | 0% | * | 25% | 11% | 22% | 27% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 52% | * | 54% | * | - | - | - | - | 82% | * | 52% | 53% | 51% | 52% |
| | 2019 | 79% | 78% | 77% | * | 78% | * | - | * | - | * | 30% | * | 79% | 67% | 77% | 88% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 17% | * | 19% | * | - | - | - | - | 55% | * | 20% | 6% | 19% | 19% |
| | 2019 | 49% | 41% | 36% | * | 38% | * | - | * | - | * | 10% | * | 38% | 28% | 36% | 44% |
| At Masters Grade Level | 2021 | 14% | 6% | 2% | * | 3% | * | - | - | - | - | 0% | * | 3% | 0% | 3% | 5% |
| | 2019 | 25% | 17% | 14% | * | 14% | * | - | * | - | * | 0% | * | 16% | 6% | 14% | 17% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 33% | * | 32% | * | - | * | - | - | 47% | * | 37% | 12% | 31% | 26% |
| | 2019 | 75% | 77% | 81% | 100% | 81% | * | - | * | - | * | 71% | * | 83% | 74% | 83% | 87% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 13% | * | 11% | * | - | * | - | - | 40% | * | 14% | 6% | 12% | 7% |
| | 2019 | 44% | 41% | 44% | 83% | 42% | * | - | * | - | * | 50% | * | 42% | 47% | 44% | 48% |
| At Masters Grade Level | 2021 | 17% | 8% | 8% | * | 7% | * | - | * | - | - | 20% | * | 8% | 6% | 8% | 4% |
| | 2019 | 22% | 17% | 17% | 50% | 14% | * | - | * | - | * | 21% | * | 13% | 26% | 17% | 14% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 38% | * | 37% | * | - | * | - | - | 47% | * | 40% | 24% | 38% | 35% |
| | 2019 | 75% | 75% | 73% | 100% | 73% | * | - | * | - | * | 71% | * | 74% | 71% | 75% | 78% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 16% | * | 14% | * | - | * | - | - | 40% | * | 18% | 6% | 16% | 15% |
| | 2019 | 48% | 40% | 46% | 83% | 44% | * | - | * | - | * | 57% | * | 46% | 47% | 47% | 49% |
| At Masters Grade Level | 2021 | 21% | 10% | 6% | * | 5% | * | - | * | - | - | 20% | * | 6% | 6% | 5% | 2% |
| | 2019 | 28% | 18% | 30% | 50% | 28% | * | - | * | - | * | 43% | * | 30% | 29% | 30% | 35% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 41% | * | 41% | * | - | * | - | - | 50% | * | 46% | 18% | 40% | 33% |
| | 2019 | 67% | 66% | 66% | 100% | 64% | * | - | * | - | * | 57% | * | 66% | 68% | 68% | 75% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 17% | * | 16% | * | - | * | - | - | 36% | * | 21% | 0% | 16% | 11% |
| | 2019 | 35% | 30% | 35% | 83% | 34% | * | - | * | - | * | 50% | * | 34% | 38% | 36% | 35% |
| At Masters Grade Level | 2021 | 8% | 4% | 4% | * | 3% | * | - | * | - | - | 14% | * | 5% | 0% | 3% | 2% |
| | 2019 | 11% | 8% | 14% | 50% | 12% | * | - | * | - | * | 36% | * | 13% | 15% | 13% | 11% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 44% | 44% | 44% | 39% | - | * | - | - | 58% | 0% | 47% | 32% | 43% | 40% |
| | 2019 | 78% | 76% | 75% | 88% | 76% | 45% | - | 100% | - | 20% | 56% | 89% | 77% | 72% | 77% | 83% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 33% | 18% | 17% | - | * | - | - | 42% | 0% | 20% | 7% | 18% | 17% |
| | 2019 | 50% | 45% | 40% | 63% | 39% | 27% | - | 80% | - | 0% | 39% | 61% | 40% | 41% | 40% | 45% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 6% | 6% | 17% | - | * | - | - | 12% | 0% | 7% | 4% | 6% | 6% |
| | 2019 | 24% | 18% | 19% | 38% | 18% | 27% | - | 60% | - | 0% | 23% | 17% | 19% | 20% | 19% | 21% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 45% | 57% | 45% | 43% | - | * | - | - | 58% | 0% | 48% | 32% | 44% | 42% |
| | 2019 | 75% | 72% | 81% | 89% | 82% | * | - | * | - | * | 57% | 100% | 82% | 77% | 82% | 89% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 29% | 20% | 14% | - | * | - | - | 42% | 0% | 22% | 12% | 19% | 20% |
| | 2019 | 48% | 42% | 41% | 56% | 40% | * | - | * | - | * | 35% | 57% | 40% | 42% | 41% | 48% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 14% | 9% | 14% | - | * | - | - | 12% | 0% | 10% | 6% | 9% | 10% |
| | 2019 | 21% | 15% | 20% | 33% | 19% | * | - | * | - | * | 13% | 0% | 19% | 21% | 19% | 20% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 44% | 29% | 45% | 43% | - | * | - | - | 62% | 0% | 46% | 38% | 44% | 43% |
| | 2019 | 82% | 82% | 75% | 78% | 76% | * | - | * | - | * | 54% | 86% | 77% | 69% | 76% | 83% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 29% | 16% | 14% | - | * | - | - | 46% | 0% | 19% | 6% | 17% | 17% |
| | 2019 | 52% | 47% | 42% | 56% | 41% | * | - | * | - | * | 38% | 57% | 42% | 40% | 42% | 47% |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 0% | 4% | 14% | - | * | - | - | 12% | 0% | 5% | 3% | 4% | 3% |
| | 2019 | 26% | 21% | 23% | 33% | 21% | * | - | * | - | * | 25% | 43% | 23% | 21% | 22% | 26% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 41% | * | 41% | * | - | * | - | - | 50% | * | 46% | 18% | 40% | 33% |
| | 2019 | 68% | 66% | 66% | 100% | 64% | * | - | * | - | * | 57% | * | 66% | 68% | 68% | 75% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 17% | * | 16% | * | - | * | - | - | 36% | * | 21% | 0% | 16% | 11% |
| | 2019 | 38% | 32% | 35% | 83% | 34% | * | - | * | - | * | 50% | * | 34% | 38% | 36% | 35% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | * | 3% | * | - | * | - | - | 14% | * | 5% | 0% | 3% | 2% |
| | 2019 | 14% | 10% | 14% | 50% | 12% | * | - | * | - | * | 36% | * | 13% | 15% | 13% | 11% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 57 | 75 | 55 | * | - | * | - | * | 69 | * | 56 | 60 | 58 | 63 |
| | 2018 | 63 | 61 | 54 | 79 | 51 | * | - | * | - | - | 71 | - | 54 | 56 | 55 | 58 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 58 | 83 | 56 | * | - | * | - | * | 75 | * | 57 | 59 | 57 | 53 |
| | 2018 | 65 | 61 | 69 | 86 | 69 | * | - | * | - | - | 93 | * | 68 | 73 | 70 | 69 |
| All Grades Both Subjects | 2019 | 69 | 69 | 58 | 79 | 56 | 67 | - | * | - | * | 72 | 58 | 57 | 60 | 57 | 55 |
| | 2018 | 69 | 68 | 63 | 82 | 62 | * | - | * | - | - | 82 | * | 63 | 66 | 64 | 66 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 57 | 75 | 55 | * | - | * | - | * | 69 | * | 56 | 60 | 58 | 63 |
| | 2018 | 69 | 68 | 54 | 79 | 51 | * | - | * | - | - | 71 | - | 54 | 56 | 55 | 58 |
| All Grades Mathematics | 2019 | 70 | 70 | 58 | 83 | 56 | * | - | * | - | * | 75 | * | 57 | 59 | 57 | 53 |
| | 2018 | 70 | 69 | 69 | 86 | 69 | * | - | * | - | - | 93 | * | 68 | 73 | 70 | 69 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 44% | 39% | - | 39% | - | - | - | 0% | - | 0% | - | 79% | 48% | 40% | - |
| | 2019 | 78% | 76% | 75% | 85% | - | 85% | - | - | - | * | - | * | - | 71% | | 83% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 16% | - | 16% | - | - | - | 0% | - | 0% | - | 36% | 19% | 17% | - |
| | 2019 | 50% | 45% | 40% | 44% | - | 44% | - | - | - | * | - | * | - | 41% | | 44% | |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 6% | - | 6% | - | - | - | 0% | - | 0% | - | 0% | 7% | 6% | - |
| | 2019 | 24% | 18% | 19% | 20% | - | 20% | - | - | - | * | - | * | - | 18% | | 20% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 45% | 40% | - | 40% | - | - | - | * | - | * | - | 80% | 49% | 42% | - |
| | 2019 | 75% | 72% | 81% | 89% | - | 89% | - | - | - | * | - | * | - | 80% | | 88% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 19% | - | 19% | - | - | - | * | - | * | - | 40% | 20% | 20% | - |
| | 2019 | 48% | 42% | 41% | 45% | - | 45% | - | - | - | * | - | * | - | 53% | | 47% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 11% | - | 11% | - | - | - | * | - | * | - | 0% | 8% | 10% | - |
| | 2019 | 21% | 15% | 20% | 19% | - | 19% | - | - | - | * | - | * | - | 20% | | 20% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 44% | 42% | - | 42% | - | - | - | * | - | * | - | 80% | 46% | 43% | - |
| | 2019 | 82% | 82% | 75% | 84% | - | 84% | - | - | - | * | - | * | - | 73% | | 83% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 16% | - | 16% | - | - | - | * | - | * | - | 40% | 16% | 17% | - |
| | 2019 | 52% | 47% | 42% | 47% | - | 47% | - | - | - | * | - | * | - | 33% | | 46% | |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 3% | - | 3% | - | - | - | * | - | * | - | 0% | 5% | 3% | - |
| | 2019 | 26% | 21% | 23% | 25% | - | 25% | - | - | - | * | - | * | - | 20% | | 25% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 41% | 31% | - | 31% | - | - | - | * | - | * | - | * | 51% | 33% | - |
| | 2019 | 68% | 66% | 66% | 77% | - | 77% | - | - | - | * | - | * | - | * | | 74% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 17% | 10% | - | 10% | - | - | - | * | - | * | - | * | 24% | 11% | - |
| | 2019 | 38% | 32% | 35% | 35% | - | 35% | - | - | - | * | - | * | - | * | | 34% | |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 2% | - | 2% | - | - | - | * | - | * | - | * | 7% | 2% | - |
| | 2019 | 14% | 10% | 14% | 11% | - | 11% | - | - | - | * | - | * | - | * | | 10% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 100% | 100% | - | * | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 93% | 75% | 94% | 100% | - | * | - | - | 97% | 100% | 96% | 83% | 92% | 93% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 25% | 3% | 0% | - | * | - | - | 0% | 0% | 3% | 6% | 4% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 4% | 0% | - | * | - | - | 3% | 0% | 1% | 12% | 4% | 6% |
| Not Tested | 12% | 6% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 99% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 93% | 71% | 94% | 100% | - | 100% | - | 100% | 86% | 100% | 98% | 79% | 93% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | 29% | 5% | 0% | - | 0% | - | 0% | 13% | 0% | 2% | 17% | 6% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 3% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.1% | 98.4% | 99.1% | 99.4% | * | * | - | * | 98.7% | 99.0% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 96.2% | 94.2% | 96.2% | 96.5% | - | * | - | * | 94.6% | 96.2% | 97.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.7% | 4.0% | 3.9% | 0.0% | * | * | - | * | 6.7% | 4.0% | 2.4% |
| 2018-19 | 11.4% | 15.3% | 8.8% | 16.2% | 8.4% | 6.3% | - | * | - | * | 15.8% | 8.4% | 4.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 561 | 100.0% | 50,547 | 5,359,040 | 561 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 52 | 9.3% | 3.8% | 3.7% | 52 | 9.3% | 3.7% | 3.7% |
| Kindergarten | 96 | 17.1% | 6.4% | 6.7% | 96 | 17.1% | 6.4% | 6.7% |
| Grade 1 | 110 | 19.6% | 6.8% | 7.1% | 110 | 19.6% | 6.8% | 7.1% |
| Grade 2 | 95 | 16.9% | 6.7% | 7.1% | 95 | 16.9% | 6.7% | 7.1% |
| Grade 3 | 99 | 17.6% | 6.9% | 7.1% | 99 | 17.6% | 6.9% | 7.1% |
| Grade 4 | 109 | 19.4% | 7.1% | 7.2% | 109 | 19.4% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 24 | 4.3% | 7.7% | 12.7% | 24 | 4.3% | 7.7% | 12.7% |
| Hispanic | 511 | 91.1% | 83.2% | 52.9% | 511 | 91.1% | 83.2% | 52.9% |
| White | 18 | 3.2% | 5.3% | 26.5% | 18 | 3.2% | 5.3% | 26.5% |
| American Indian | 2 | 0.4% | 0.1% | 0.3% | 2 | 0.4% | 0.1% | 0.3% |
| Asian | 2 | 0.4% | 3.0% | 4.7% | 2 | 0.4% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.5% | 0.7% | 2.7% | 3 | 0.5% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 261 | 46.5% | 48.5% | 48.9% | 261 | 46.5% | 48.5% | 48.9% |
| Male | 300 | 53.5% | 51.5% | 51.1% | 300 | 53.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 518 | 92.3% | 83.8% | 60.3% | 518 | 92.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 43 | 7.7% | 16.2% | 39.7% | 43 | 7.7% | 16.3% | 39.8% |
| Section 504 Students | 25 | 4.5% | 5.8% | 7.2% | 25 | 4.5% | 5.7% | 7.2% |
| EB Students/EL | 287 | 51.2% | 30.0% | 20.7% | 287 | 51.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 10 | 1.8% | 4.6% | 4.5% | 10 | 1.8% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 1.1% | 0.8% | 1.1% | 6 | 1.1% | 0.8% | 1.1% |
| Immigrant | 35 | 6.2% | 2.8% | 2.0% | 35 | 6.2% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 561 | 100.0% | 68.6% | 64.5% | 561 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.4% | 0.4% | 2.7% | 2 | 0.4% | 0.4% | 2.7% |
| At-Risk | 388 | 69.2% | 58.7% | 49.2% | 388 | 69.2% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 275 | 49.0% | 28.1% | 21.0% | 275 | 49.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 17 | 3.0% | 5.6% | 8.3% | 17 | 3.0% | 5.6% | 8.3% |
| Special Education | 74 | 13.2% | 11.9% | 11.1% | 74 | 13.2% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 74 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 17 | 23.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 32 | 43.2% | 18.2% | 21.3% | | | | |
| Students with Autism | 16 | 21.6% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 69 | 14.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 1.2% | 2.2% | 2.8% | | | | |
| Hispanic | 62 | 12.7% | 10.6% | 7.1% | | | | |
| White | 1 | 0.2% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 11.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 37 | 14.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 65 | 14.7% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 124 | 23.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 6.4% | 8.0% | 1.9% | 20.0% | 8.8% | 3.2% |
| Grade 2 | 8.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 1.1% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.7 | 17.4 | 17.7 |
| Grade 1 | 20.7 | 17.9 | 18.0 |
| Grade 2 | 15.7 | 16.4 | 18.0 |
| Grade 3 | 14.7 | 17.4 | 18.2 |
| Grade 4 | 16.9 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 68.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.7 | 76.6% | 58.7% | 64.3% |
| Teachers | 42.7 | 62.0% | 45.1% | 49.6% |
| Professional Support | 8.0 | 11.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.9% | 2.3% | 3.0% |
| Educational Aides: | 16.1 | 23.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 49.8 | 72.4% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.5 | 3.4% | 9.9% | 11.1% |
| Hispanic | 25.0 | 58.6% | 38.0% | 28.4% |
| White | 15.2 | 35.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.3% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 6.0 | 14.1% | 24.8% | 23.8% |
| Females | 36.7 | 85.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 34.7 | 81.2% | 75.9% | 73.0% |
| Masters | 8.0 | 18.8% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 11.0 | 25.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 10.1 | 23.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 13.6 | 31.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.0 | 9.4% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.0 | 4.7% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.1 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 7.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.6 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.6 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,833 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,688 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,957 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,371 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$61,642 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$64,513 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,730 | \$60,082 | \$57,641 |
| Professional Support | \$62,937 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$98,495 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 17.4 | 40.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 18.7 | 43.9% | 63.3% | 71.0% |
| Special Education | 6.5 | 15.3% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PEARL HALL EL (101917108) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: JESSUP EL

Campus Number: 101917109

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 60% | 67% | 59% | * | - | - | - | - | 0% | * | 56% | 74% | 60% | 59% |
| | 2019 | 76% | 80% | 80% | 60% | 83% | * | - | * | - | - | 44% | * | 83% | 71% | 80% | 82% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 20% | 13% | 22% | * | - | - | - | - | 0% | * | 22% | 11% | 20% | 24% |
| | 2019 | 45% | 42% | 42% | 40% | 43% | * | - | * | - | - | 22% | * | 43% | 38% | 42% | 50% |
| At Masters Grade Level | 2021 | 19% | 12% | 9% | 0% | 12% | * | - | - | - | - | 0% | * | 10% | 5% | 9% | 12% |
| | 2019 | 27% | 23% | 28% | 10% | 31% | * | - | * | - | - | 0% | * | 29% | 24% | 28% | 30% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 35% | 38% | 35% | * | - | - | - | - | 25% | * | 32% | 45% | 35% | 37% |
| | 2019 | 79% | 78% | 83% | 70% | 86% | * | - | * | - | - | 67% | * | 83% | 86% | 83% | 88% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 6% | 6% | 6% | * | - | - | - | - | 25% | * | 6% | 5% | 6% | 6% |
| | 2019 | 49% | 41% | 40% | 40% | 40% | * | - | * | - | - | 33% | * | 40% | 38% | 40% | 44% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | 0% | 1% | * | - | - | - | - | 0% | * | 1% | 0% | 1% | 2% |
| | 2019 | 25% | 17% | 19% | 20% | 19% | * | - | * | - | - | 22% | * | 17% | 24% | 19% | 22% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 54% | 55% | 53% | - | - | * | * | * | 30% | - | 56% | 52% | 52% | 49% |
| | 2019 | 75% | 77% | 69% | 33% | 73% | * | - | - | - | - | 46% | * | 73% | 61% | 69% | 73% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 24% | 18% | 25% | - | - | * | * | * | 20% | - | 24% | 24% | 24% | 23% |
| | 2019 | 44% | 41% | 30% | 0% | 33% | * | - | - | - | - | 31% | * | 34% | 21% | 30% | 38% |
| At Masters Grade Level | 2021 | 17% | 8% | 6% | 9% | 5% | - | - | * | * | * | 0% | - | 6% | 6% | 4% | 2% |
| | 2019 | 22% | 17% | 5% | 0% | 5% | * | - | - | - | - | 0% | * | 5% | 3% | 5% | 5% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 45% | 41% | 44% | - | - | * | * | * | 50% | - | 43% | 48% | 45% | 40% |
| | 2019 | 75% | 75% | 73% | 58% | 74% | * | - | - | - | - | 54% | * | 72% | 76% | 72% | 78% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 16% | 14% | 16% | - | - | * | * | * | 50% | - | 19% | 9% | 17% | 15% |
| | 2019 | 48% | 40% | 33% | 33% | 32% | * | - | - | - | - | 38% | * | 35% | 27% | 32% | 38% |
| At Masters Grade Level | 2021 | 21% | 10% | 4% | 0% | 5% | - | - | * | * | * | 10% | - | 4% | 3% | 4% | 6% |
| | 2019 | 28% | 18% | 7% | 8% | 6% | * | - | - | - | - | 0% | * | 8% | 3% | 7% | 10% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 48% | 43% | 49% | - | - | * | * | * | 44% | - | 49% | 47% | 46% | 47% |
| | 2019 | 67% | 66% | 60% | 42% | 62% | * | - | - | - | - | 31% | * | 61% | 58% | 59% | 63% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 21% | 14% | 21% | - | - | * | * | * | 44% | - | 21% | 19% | 20% | 19% |
| | 2019 | 35% | 30% | 23% | 8% | 26% | * | - | - | - | - | 23% | * | 26% | 18% | 24% | 30% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | 5% | 3% | - | - | * | * | * | 0% | - | 3% | 3% | 2% | 2% |
| | 2019 | 11% | 8% | 4% | 0% | 4% | * | - | - | - | - | 8% | * | 4% | 3% | 4% | 5% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 48% | 48% | 48% | 33% | - | 56% | * | 50% | 32% | * | 47% | 52% | 48% | 46% |
| | 2019 | 78% | 76% | 73% | 52% | 75% | 60% | - | * | - | - | 47% | 67% | 74% | 69% | 72% | 76% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 17% | 14% | 18% | 0% | - | 22% | * | 33% | 30% | * | 18% | 15% | 17% | 18% |
| | 2019 | 50% | 45% | 33% | 23% | 34% | 40% | - | * | - | - | 30% | 22% | 35% | 27% | 33% | 39% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 3% | 5% | 0% | - | 0% | * | 0% | 2% | * | 5% | 4% | 4% | 5% |
| | 2019 | 24% | 18% | 12% | 7% | 13% | 0% | - | * | - | - | 5% | 0% | 13% | 9% | 12% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 57% | 59% | 56% | * | - | * | * | * | 18% | * | 56% | 60% | 56% | 54% |
| | 2019 | 75% | 72% | 74% | 45% | 78% | * | - | * | - | - | 45% | * | 78% | 65% | 74% | 77% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 16% | 24% | * | - | * | * | * | 12% | * | 23% | 19% | 22% | 24% |
| | 2019 | 48% | 42% | 35% | 18% | 38% | * | - | * | - | - | 27% | * | 38% | 28% | 36% | 43% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 5% | 8% | * | - | * | * | * | 0% | * | 8% | 6% | 7% | 7% |
| | 2019 | 21% | 15% | 16% | 5% | 18% | * | - | * | - | - | 0% | * | 17% | 11% | 16% | 16% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 40% | 39% | 40% | * | - | * | * | * | 39% | * | 38% | 47% | 40% | 39% |
| | 2019 | 82% | 82% | 78% | 64% | 80% | * | - | * | - | - | 59% | * | 77% | 80% | 77% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 11% | 11% | 11% | * | - | * | * | * | 39% | * | 12% | 8% | 11% | 10% |
| | 2019 | 52% | 47% | 36% | 36% | 36% | * | - | * | - | - | 36% | * | 38% | 31% | 36% | 41% |
| At Masters Grade Level | 2021 | 18% | 11% | 3% | 0% | 3% | * | - | * | * | * | 6% | * | 3% | 2% | 3% | 4% |
| | 2019 | 26% | 21% | 12% | 14% | 12% | * | - | * | - | - | 9% | * | 13% | 11% | 13% | 15% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 43% | 49% | - | - | * | * | * | 44% | - | 49% | 47% | 46% | 47% |
| | 2019 | 68% | 66% | 60% | 42% | 62% | * | - | - | - | - | 31% | * | 61% | 58% | 59% | 63% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | 14% | 21% | - | - | * | * | * | 44% | - | 21% | 19% | 20% | 19% |
| | 2019 | 38% | 32% | 23% | 8% | 26% | * | - | - | - | - | 23% | * | 26% | 18% | 24% | 30% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 5% | 3% | - | - | * | * | * | 0% | - | 3% | 3% | 2% | 2% |
| | 2019 | 14% | 10% | 4% | 0% | 4% | * | - | - | - | - | 8% | * | 4% | 3% | 4% | 5% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 53 | 50 | 55 | * | - | - | - | - | 67 | * | 63 | 37 | 54 | 47 |
| | 2018 | 63 | 61 | 59 | 72 | 56 | - | - | - | - | * | 38 | * | 49 | 75 | 60 | 53 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 50 | 92 | 45 | * | - | - | - | - | 88 | * | 51 | 50 | 50 | 42 |
| | 2018 | 65 | 61 | 75 | 69 | 76 | - | - | - | - | * | 56 | 75 | 77 | 73 | 75 | 71 |
| All Grades Both Subjects | 2019 | 69 | 69 | 51 | 71 | 49 | * | - | - | - | - | 78 | * | 55 | 45 | 52 | 43 |
| | 2018 | 69 | 68 | 69 | 71 | 69 | - | - | - | - | * | 47 | 69 | 67 | 74 | 69 | 67 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 53 | 50 | 55 | * | - | - | - | - | 67 | * | 63 | 37 | 54 | 47 |
| | 2018 | 69 | 68 | 59 | 72 | 56 | - | - | - | - | * | 38 | * | 49 | 75 | 60 | 53 |
| All Grades Mathematics | 2019 | 70 | 70 | 50 | 92 | 45 | * | - | - | - | - | 88 | * | 51 | 50 | 50 | 42 |
| | 2018 | 70 | 69 | 75 | 69 | 76 | - | - | - | - | * | 56 | 75 | 77 | 73 | 75 | 71 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 48% | 46% | - | 46% | - | - | - | - | - | - | - | 50% | 50% | 46% | - |
| | 2019 | 78% | 76% | 73% | 77% | - | 77% | - | - | - | - | - | - | - | 46% | | 75% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 17% | 18% | - | 18% | - | - | - | - | - | - | - | 20% | 17% | 18% | - |
| | 2019 | 50% | 45% | 33% | 39% | - | 39% | - | - | - | - | - | - | - | 8% | | 37% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 5% | - | 5% | - | - | - | - | - | - | - | 0% | 4% | 5% | - |
| | 2019 | 24% | 18% | 12% | 13% | - | 13% | - | - | - | - | - | - | - | 0% | | 13% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 57% | 54% | - | 54% | - | - | - | - | - | - | - | * | 60% | 54% | - |
| | 2019 | 75% | 72% | 74% | 76% | - | 76% | - | - | - | - | - | - | - | 60% | | 76% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 25% | - | 25% | - | - | - | - | - | - | - | * | 20% | 24% | - |
| | 2019 | 48% | 42% | 35% | 43% | - | 43% | - | - | - | - | - | - | - | 0% | | 41% | |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 8% | - | 8% | - | - | - | - | - | - | - | * | 7% | 7% | - |
| | 2019 | 21% | 15% | 16% | 17% | - | 17% | - | - | - | - | - | - | - | 0% | | 16% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 40% | 38% | - | 38% | - | - | - | - | - | - | - | * | 42% | 39% | - |
| | 2019 | 82% | 82% | 78% | 82% | - | 82% | - | - | - | - | - | - | - | 60% | | 81% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 11% | 10% | - | 10% | - | - | - | - | - | - | - | * | 12% | 10% | - |
| | 2019 | 52% | 47% | 36% | 39% | - | 39% | - | - | - | - | - | - | - | 20% | | 38% | |
| At Masters Grade Level | 2021 | 18% | 11% | 3% | 4% | - | 4% | - | - | - | - | - | - | - | * | 1% | 4% | - |
| | 2019 | 26% | 21% | 12% | 15% | - | 15% | - | - | - | - | - | - | - | 0% | | 14% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 47% | - | 47% | - | - | - | - | - | - | - | * | 49% | 47% | - |
| | 2019 | 68% | 66% | 60% | 66% | - | 66% | - | - | - | - | - | - | - | * | | 63% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | 18% | - | 18% | - | - | - | - | - | - | - | * | 22% | 19% | - |
| | 2019 | 38% | 32% | 23% | 30% | - | 30% | - | - | - | - | - | - | - | * | | 29% | |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 2% | - | 2% | - | - | - | - | - | - | - | * | 4% | 2% | - |
| | 2019 | 14% | 10% | 4% | 5% | - | 5% | - | - | - | - | - | - | - | * | | 5% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 98% | 99% | 100% | - | 100% | * | 100% | 97% | * | 99% | 97% | 99% | 100% |
| Included in Accountability | 83% | 88% | 84% | 86% | 84% | 60% | - | 100% | * | 75% | 64% | * | 92% | 69% | 84% | 83% |
| Not Included in Accountability: Mobile | 3% | 3% | 10% | 12% | 9% | 40% | - | 0% | * | 25% | 14% | * | 5% | 20% | 10% | 9% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 6% | 0% | - | 0% | * | 0% | 19% | * | 2% | 8% | 4% | 8% |
| Not Tested | 12% | 6% | 1% | 2% | 1% | 0% | - | 0% | * | 0% | 3% | * | 1% | 3% | 1% | 0% |
| Absent | 2% | 2% | 1% | 1% | 0% | 0% | - | 0% | * | 0% | 1% | * | 0% | 1% | 1% | 0% |
| Other | 10% | 4% | 1% | 1% | 1% | 0% | - | 0% | * | 0% | 1% | * | 1% | 2% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | * | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 88% | 72% | 93% | 71% | - | 20% | * | - | 89% | 100% | 94% | 75% | 89% | 90% |
| Not Included in Accountability: Mobile | 4% | 3% | 10% | 28% | 5% | 29% | - | 50% | * | - | 11% | 0% | 6% | 18% | 9% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 0% | - | 30% | * | - | 0% | 0% | 0% | 7% | 2% | 4% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 97.7% | 95.5% | 98.2% | 99.3% | - | * | * | * | 98.6% | 97.8% | 98.7% |
| 2018-19 | 95.4% | 94.4% | 95.5% | 92.8% | 95.8% | 96.2% | - | 97.2% | * | * | 95.0% | 95.6% | 96.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 10.2% | 23.6% | 7.0% | 0.0% | - | 0.0% | * | * | 4.8% | 9.7% | 4.9% |
| 2018-19 | 11.4% | 15.3% | 13.5% | 34.2% | 10.9% | 0.0% | - | 0.0% | * | * | 15.3% | 12.7% | 5.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 601 | 100.0% | 50,547 | 5,359,040 | 601 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 11 | 1.8% | 0.3% | 0.3% | 11 | 1.8% | 0.3% | 0.4% |
| Pre-Kindergarten | 59 | 9.8% | 3.8% | 3.7% | 59 | 9.8% | 3.7% | 3.7% |
| Kindergarten | 90 | 15.0% | 6.4% | 6.7% | 90 | 15.0% | 6.4% | 6.7% |
| Grade 1 | 107 | 17.8% | 6.8% | 7.1% | 107 | 17.8% | 6.8% | 7.1% |
| Grade 2 | 107 | 17.8% | 6.7% | 7.1% | 107 | 17.8% | 6.7% | 7.1% |
| Grade 3 | 104 | 17.3% | 6.9% | 7.1% | 104 | 17.3% | 6.9% | 7.1% |
| Grade 4 | 123 | 20.5% | 7.1% | 7.2% | 123 | 20.5% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 139 | 23.1% | 7.7% | 12.7% | 139 | 23.1% | 7.7% | 12.7% |
| Hispanic | 436 | 72.5% | 83.2% | 52.9% | 436 | 72.5% | 83.2% | 52.9% |
| White | 14 | 2.3% | 5.3% | 26.5% | 14 | 2.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 4 | 0.7% | 3.0% | 4.7% | 4 | 0.7% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 7 | 1.2% | 0.7% | 2.7% | 7 | 1.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 299 | 49.8% | 48.5% | 48.9% | 299 | 49.8% | 48.5% | 48.9% |
| Male | 302 | 50.2% | 51.5% | 51.1% | 302 | 50.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 579 | 96.3% | 83.8% | 60.3% | 579 | 96.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 22 | 3.7% | 16.2% | 39.7% | 22 | 3.7% | 16.3% | 39.8% |
| Section 504 Students | 12 | 2.0% | 5.8% | 7.2% | 12 | 2.0% | 5.7% | 7.2% |
| EB Students/EL | 268 | 44.6% | 30.0% | 20.7% | 268 | 44.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 15 | 2.5% | 4.6% | 4.5% | 15 | 2.5% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 18 | 3.0% | 0.8% | 1.1% | 18 | 3.0% | 0.8% | 1.1% |
| Immigrant | 38 | 6.3% | 2.8% | 2.0% | 38 | 6.3% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 601 | 100.0% | 68.6% | 64.5% | 601 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 387 | 64.4% | 58.7% | 49.2% | 387 | 64.4% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 250 | 41.6% | 28.1% | 21.0% | 250 | 41.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 22 | 3.7% | 5.6% | 8.3% | 22 | 3.7% | 5.6% | 8.3% |
| Special Education | 66 | 11.0% | 11.9% | 11.1% | 66 | 11.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 66 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 26 | 39.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 14 | 21.2% | 18.2% | 21.3% | | | | |
| Students with Autism | 13 | 19.7% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 7 | 10.6% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 6 | 9.1% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 133 | 24.5% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 44 | 8.1% | 2.2% | 2.8% | | | | |
| Hispanic | 83 | 15.3% | 10.6% | 7.1% | | | | |
| White | 3 | 0.6% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.4% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 11.3% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 40 | 16.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 122 | 23.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 153 | 28.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 9.3% | 8.0% | 1.9% | 7.1% | 8.8% | 3.2% |
| Grade 2 | 2.2% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 1.8% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 1.2% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 16.7 | 17.4 | 17.7 |
| Grade 1 | 15.5 | 17.9 | 18.0 |
| Grade 2 | 19.0 | 16.4 | 18.0 |
| Grade 3 | 17.0 | 17.4 | 18.2 |
| Grade 4 | 17.1 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 80.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 57.8 | 72.3% | 58.7% | 64.3% |
| Teachers | 48.2 | 60.3% | 45.1% | 49.6% |
| Professional Support | 7.6 | 9.5% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.5% | 2.3% | 3.0% |
| Educational Aides: | 22.2 | 27.7% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 58.9 | 73.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.0 | 14.5% | 9.9% | 11.1% |
| Hispanic | 22.0 | 45.7% | 38.0% | 28.4% |
| White | 18.2 | 37.7% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.1% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 6.8 | 14.0% | 24.8% | 23.8% |
| Females | 41.4 | 86.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 35.2 | 73.0% | 75.9% | 73.0% |
| Masters | 13.0 | 27.0% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.7 | 5.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 13.0 | 27.0% | 30.1% | 27.8% |
| 6-10 Years Experience | 11.4 | 23.7% | 24.4% | 20.3% |
| 11-20 Years Experience | 15.0 | 31.1% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 12.5% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.5 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,113 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,657 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,432 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,457 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$63,083 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,775 | \$60,082 | \$57,641 |
| Professional Support | \$63,767 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$97,055 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 18.6 | 38.5% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 24.4 | 50.6% | 63.3% | 71.0% |
| Special Education | 5.3 | 10.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
JESSUP EL (101917109) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: KRUSE EL

Campus Number: 101917110

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 54% | * | 53% | * | - | - | - | - | 23% | * | 54% | 55% | 54% | 57% |
| | 2019 | 76% | 80% | 85% | * | 85% | * | - | - | - | * | 38% | - | 86% | 78% | 85% | 80% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 18% | * | 17% | * | - | - | - | - | 8% | * | 16% | 27% | 17% | 17% |
| | 2019 | 45% | 42% | 47% | * | 45% | * | - | - | - | * | 38% | - | 44% | 67% | 47% | 39% |
| At Masters Grade Level | 2021 | 19% | 12% | 4% | * | 5% | * | - | - | - | - | 0% | * | 5% | 0% | 4% | 10% |
| | 2019 | 27% | 23% | 25% | * | 24% | * | - | - | - | * | 38% | - | 21% | 56% | 24% | 20% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 44% | * | 44% | * | - | - | - | - | 8% | * | 43% | 55% | 44% | 53% |
| | 2019 | 79% | 78% | 84% | * | 85% | * | - | - | - | * | 38% | - | 86% | 67% | 84% | 89% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 13% | * | 14% | * | - | - | - | - | 0% | * | 10% | 27% | 13% | 27% |
| | 2019 | 49% | 41% | 47% | * | 46% | * | - | - | - | * | 25% | - | 46% | 56% | 46% | 48% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | * | 2% | * | - | - | - | - | 0% | * | 0% | 9% | 1% | 3% |
| | 2019 | 25% | 17% | 20% | * | 19% | * | - | - | - | * | 13% | - | 18% | 33% | 20% | 23% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 56% | * | 55% | * | - | - | - | - | 9% | * | 58% | 47% | 55% | 53% |
| | 2019 | 75% | 77% | 73% | * | 72% | - | - | - | - | * | 58% | 80% | 72% | 75% | 72% | 60% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 19% | * | 16% | * | - | - | - | - | 9% | * | 24% | 6% | 21% | 13% |
| | 2019 | 44% | 41% | 38% | * | 37% | - | - | - | - | * | 42% | 40% | 38% | 35% | 37% | 30% |
| At Masters Grade Level | 2021 | 17% | 8% | 6% | * | 4% | * | - | - | - | - | 0% | * | 7% | 0% | 6% | 5% |
| | 2019 | 22% | 17% | 21% | * | 19% | - | - | - | - | * | 17% | 40% | 20% | 25% | 21% | 18% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 63% | * | 61% | * | - | - | - | - | 27% | * | 69% | 41% | 64% | 66% |
| | 2019 | 75% | 75% | 62% | * | 62% | - | - | - | - | * | 50% | 100% | 63% | 60% | 62% | 63% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 26% | * | 25% | * | - | - | - | - | 9% | * | 33% | 6% | 26% | 26% |
| | 2019 | 48% | 40% | 27% | * | 27% | - | - | - | - | * | 33% | 40% | 29% | 20% | 26% | 28% |
| At Masters Grade Level | 2021 | 21% | 10% | 10% | * | 9% | * | - | - | - | - | 0% | * | 11% | 6% | 8% | 8% |
| | 2019 | 28% | 18% | 9% | * | 9% | - | - | - | - | * | 17% | 0% | 10% | 5% | 10% | 12% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 56% | * | 53% | * | - | - | - | - | 27% | * | 63% | 35% | 57% | 41% |
| | 2019 | 67% | 66% | 58% | * | 57% | - | - | - | - | * | 42% | 40% | 57% | 60% | 56% | 54% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 14% | * | 13% | * | - | - | - | - | 0% | * | 16% | 6% | 15% | 13% |
| | 2019 | 35% | 30% | 26% | * | 26% | - | - | - | - | * | 33% | 40% | 29% | 15% | 26% | 28% |
| At Masters Grade Level | 2021 | 8% | 4% | 1% | * | 0% | * | - | - | - | - | 0% | * | 2% | 0% | 1% | 0% |
| | 2019 | 11% | 8% | 2% | * | 2% | - | - | - | - | * | 17% | 0% | 2% | 0% | 1% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 56% | 53% | 78% | - | - | - | - | 19% | 29% | 57% | 45% | 55% | 54% |
| | 2019 | 78% | 76% | 71% | 100% | 71% | * | - | - | - | 100% | 46% | 73% | 72% | 67% | 70% | 68% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 11% | 17% | 39% | - | - | - | - | 5% | 14% | 19% | 12% | 18% | 19% |
| | 2019 | 50% | 45% | 36% | 60% | 35% | * | - | - | - | 100% | 35% | 40% | 37% | 32% | 35% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 0% | 4% | 17% | - | - | - | - | 0% | 0% | 5% | 3% | 4% | 5% |
| | 2019 | 24% | 18% | 15% | 40% | 14% | * | - | - | - | 60% | 19% | 13% | 14% | 18% | 14% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 55% | * | 54% | 71% | - | - | - | - | 17% | * | 56% | 50% | 54% | 54% |
| | 2019 | 75% | 72% | 78% | * | 77% | * | - | - | - | * | 50% | 80% | 78% | 76% | 77% | 68% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 19% | * | 17% | 57% | - | - | - | - | 8% | * | 20% | 14% | 19% | 15% |
| | 2019 | 48% | 42% | 42% | * | 40% | * | - | - | - | * | 40% | 40% | 41% | 45% | 41% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | * | 5% | 14% | - | - | - | - | 0% | * | 6% | 0% | 5% | 7% |
| | 2019 | 21% | 15% | 22% | * | 21% | * | - | - | - | * | 25% | 40% | 20% | 34% | 22% | 19% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | * | 53% | 71% | - | - | - | - | 17% | * | 55% | 46% | 54% | 60% |
| | 2019 | 82% | 82% | 72% | * | 71% | * | - | - | - | * | 45% | 100% | 73% | 62% | 71% | 74% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | * | 20% | 29% | - | - | - | - | 4% | * | 21% | 14% | 19% | 26% |
| | 2019 | 52% | 47% | 36% | * | 35% | * | - | - | - | * | 30% | 40% | 37% | 31% | 35% | 37% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | * | 5% | 14% | - | - | - | - | 0% | * | 5% | 7% | 4% | 6% |
| | 2019 | 26% | 21% | 14% | * | 13% | * | - | - | - | * | 15% | 0% | 14% | 14% | 14% | 17% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 56% | * | 53% | * | - | - | - | - | 27% | * | 63% | 35% | 57% | 41% |
| | 2019 | 68% | 66% | 58% | * | 57% | - | - | - | - | * | 42% | 40% | 57% | 60% | 56% | 54% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | * | 13% | * | - | - | - | - | 0% | * | 16% | 6% | 15% | 13% |
| | 2019 | 38% | 32% | 26% | * | 26% | - | - | - | - | * | 33% | 40% | 29% | 15% | 26% | 28% |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | * | 0% | * | - | - | - | - | 0% | * | 2% | 0% | 1% | 0% |
| | 2019 | 14% | 10% | 2% | * | 2% | - | - | - | - | * | 17% | 0% | 2% | 0% | 1% | 0% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 79 | * | 79 | - | - | - | - | * | 100 | * | 79 | 80 | 80 | 76 |
| | 2018 | 63 | 61 | 55 | 20 | 59 | * | - | - | - | - | * | - | 56 | 54 | 52 | 50 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 50 | * | 49 | - | - | - | - | * | 72 | 80 | 49 | 53 | 50 | 40 |
| | 2018 | 65 | 61 | 58 | 20 | 60 | * | - | - | - | - | 75 | - | 55 | 69 | 58 | 45 |
| All Grades Both Subjects | 2019 | 69 | 69 | 62 | * | 61 | - | - | - | - | * | 83 | 89 | 61 | 65 | 62 | 51 |
| | 2018 | 69 | 68 | 57 | 20 | 60 | * | - | - | - | - | 73 | - | 56 | 63 | 56 | 46 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 79 | * | 79 | - | - | - | - | * | 100 | * | 79 | 80 | 80 | 76 |
| | 2018 | 69 | 68 | 55 | 20 | 59 | * | - | - | - | - | * | - | 56 | 54 | 52 | 50 |
| All Grades Mathematics | 2019 | 70 | 70 | 50 | * | 49 | - | - | - | - | * | 72 | 80 | 49 | 53 | 50 | 40 |
| | 2018 | 70 | 69 | 58 | 20 | 60 | * | - | - | - | - | 75 | - | 55 | 69 | 58 | 45 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 41% | - | 41% | - | - | - | - | - | - | - | 71% | 55% | 54% | - |
| | 2019 | 78% | 76% | 71% | 64% | - | 64% | - | - | - | - | - | - | - | 100% | | 64% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 13% | - | 13% | - | - | - | - | - | - | - | 27% | 17% | 19% | - |
| | 2019 | 50% | 45% | 36% | 27% | - | 27% | - | - | - | - | - | - | - | 88% | | 29% | |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 4% | - | 4% | - | - | - | - | - | - | - | 7% | 4% | 5% | - |
| | 2019 | 24% | 18% | 15% | 12% | - | 12% | - | - | - | - | - | - | - | 25% | | 12% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 55% | 47% | - | 47% | - | - | - | - | - | - | - | 68% | 55% | 54% | - |
| | 2019 | 75% | 72% | 78% | 66% | - | 66% | - | - | - | - | - | - | - | * | | 66% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 19% | 12% | - | 12% | - | - | - | - | - | - | - | 20% | 22% | 15% | - |
| | 2019 | 48% | 42% | 42% | 27% | - | 27% | - | - | - | - | - | - | - | * | | 29% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 7% | - | 7% | - | - | - | - | - | - | - | 8% | 3% | 7% | - |
| | 2019 | 21% | 15% | 22% | 15% | - | 15% | - | - | - | - | - | - | - | * | | 15% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | 44% | - | 44% | - | - | - | - | - | - | - | 88% | 47% | 60% | - |
| | 2019 | 82% | 82% | 72% | 72% | - | 72% | - | - | - | - | - | - | - | * | | 72% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 19% | - | 19% | - | - | - | - | - | - | - | 40% | 13% | 26% | - |
| | 2019 | 52% | 47% | 36% | 34% | - | 34% | - | - | - | - | - | - | - | * | | 35% | |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 2% | - | 2% | - | - | - | - | - | - | - | 12% | 5% | 6% | - |
| | 2019 | 26% | 21% | 14% | 16% | - | 16% | - | - | - | - | - | - | - | * | | 16% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 56% | 14% | - | 14% | - | - | - | - | - | - | - | 56% | 74% | 41% | - |
| | 2019 | 68% | 66% | 58% | 45% | - | 45% | - | - | - | - | - | - | - | * | | 47% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | 0% | - | 0% | - | - | - | - | - | - | - | 20% | 15% | 13% | - |
| | 2019 | 38% | 32% | 26% | 15% | - | 15% | - | - | - | - | - | - | - | * | | 18% | |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | 3% | 0% | - |
| | 2019 | 14% | 10% | 2% | 0% | - | 0% | - | - | - | - | - | - | - | * | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 100% | 98% | 100% | - | - | - | - | 100% | 100% | 99% | 98% | 98% | 100% |
| Included in Accountability | 83% | 88% | 86% | 100% | 85% | 100% | - | - | - | - | 97% | 100% | 92% | 69% | 86% | 81% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | 0% | 8% | 0% | - | - | - | - | 0% | 0% | 5% | 12% | 6% | 8% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 6% | 0% | - | - | - | - | 3% | 0% | 2% | 17% | 6% | 11% |
| Not Tested | 12% | 6% | 1% | 0% | 2% | 0% | - | - | - | - | 0% | 0% | 1% | 2% | 2% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 1% | 0% | 2% | 0% | - | - | - | - | 0% | 0% | 1% | 2% | 2% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | * | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 91% | 100% | 90% | * | - | - | - | 100% | 96% | 100% | 95% | 74% | 92% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | 0% | 8% | * | - | - | - | 0% | 4% | 0% | 5% | 16% | 7% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | * | - | - | - | 0% | 0% | 0% | 0% | 10% | 1% | 4% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | * | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | * | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | * | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.7% | * | 98.7% | 97.8% | * | - | - | * | 98.5% | 98.7% | 99.1% |
| 2018-19 | 95.4% | 94.4% | 95.6% | 91.9% | 95.7% | 94.8% | - | - | - | * | 94.2% | 95.6% | 96.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.5% | 0.0% | 5.6% | 7.7% | * | - | - | * | 4.1% | 4.6% | 4.5% |
| 2018-19 | 11.4% | 15.3% | 10.0% | 40.0% | 9.3% | 14.3% | - | - | - | * | 18.5% | 10.1% | 4.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 478 | 100.0% | 50,547 | 5,359,040 | 478 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 51 | 10.7% | 3.8% | 3.7% | 51 | 10.7% | 3.7% | 3.7% |
| Kindergarten | 80 | 16.7% | 6.4% | 6.7% | 80 | 16.7% | 6.4% | 6.7% |
| Grade 1 | 76 | 15.9% | 6.8% | 7.1% | 76 | 15.9% | 6.8% | 7.1% |
| Grade 2 | 102 | 21.3% | 6.7% | 7.1% | 102 | 21.3% | 6.7% | 7.1% |
| Grade 3 | 84 | 17.6% | 6.9% | 7.1% | 84 | 17.6% | 6.9% | 7.1% |
| Grade 4 | 85 | 17.8% | 7.1% | 7.2% | 85 | 17.8% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 11 | 2.3% | 7.7% | 12.7% | 11 | 2.3% | 7.7% | 12.7% |
| Hispanic | 447 | 93.5% | 83.2% | 52.9% | 447 | 93.5% | 83.2% | 52.9% |
| White | 18 | 3.8% | 5.3% | 26.5% | 18 | 3.8% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 222 | 46.4% | 48.5% | 48.9% | 222 | 46.4% | 48.5% | 48.9% |
| Male | 256 | 53.6% | 51.5% | 51.1% | 256 | 53.6% | 51.5% | 51.1% |
| Economically Disadvantaged | 457 | 95.6% | 83.8% | 60.3% | 457 | 95.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 21 | 4.4% | 16.2% | 39.7% | 21 | 4.4% | 16.3% | 39.8% |
| Section 504 Students | 17 | 3.6% | 5.8% | 7.2% | 17 | 3.6% | 5.7% | 7.2% |
| EB Students/EL | 201 | 42.1% | 30.0% | 20.7% | 201 | 42.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 14 | 2.9% | 4.6% | 4.5% | 14 | 2.9% | 4.6% | 4.5% |
| Foster Care | 3 | 0.6% | 0.1% | 0.3% | 3 | 0.6% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 0.2% | 0.8% | 1.1% | 1 | 0.2% | 0.8% | 1.1% |
| Immigrant | 23 | 4.8% | 2.8% | 2.0% | 23 | 4.8% | 2.8% | 2.0% |
| Migrant | 6 | 1.3% | 0.2% | 0.3% | 6 | 1.3% | 0.2% | 0.3% |
| Title I | 478 | 100.0% | 68.6% | 64.5% | 478 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 295 | 61.7% | 58.7% | 49.2% | 295 | 61.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 185 | 38.7% | 28.1% | 21.0% | 185 | 38.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 11 | 2.3% | 5.6% | 8.3% | 11 | 2.3% | 5.6% | 8.3% |
| Special Education | 52 | 10.9% | 11.9% | 11.1% | 52 | 10.9% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 52 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 16 | 30.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 21 | 40.4% | 18.2% | 21.3% | | | | |
| Students with Autism | ** | ** | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 9 | 17.3% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 66 | 17.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1 | 0.3% | 2.2% | 2.8% | | | | |
| Hispanic | 64 | 16.6% | 10.6% | 7.1% | | | | |
| White | 1 | 0.3% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 14.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 33 | 18.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 58 | 16.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 59 | 15.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 1.2% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.0 | 17.4 | 17.7 |
| Grade 1 | 17.3 | 17.9 | 18.0 |
| Grade 2 | 19.6 | 16.4 | 18.0 |
| Grade 3 | 15.3 | 17.4 | 18.2 |
| Grade 4 | 14.8 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 61.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 46.7 | 76.5% | 58.7% | 64.3% |
| Teachers | 36.2 | 59.3% | 45.1% | 49.6% |
| Professional Support | 8.5 | 13.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.3% | 2.3% | 3.0% |
| Educational Aides: | 14.3 | 23.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 39.5 | 64.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.0 | 5.5% | 9.9% | 11.1% |
| Hispanic | 19.1 | 52.6% | 38.0% | 28.4% |
| White | 15.2 | 41.9% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.2 | 11.5% | 24.8% | 23.8% |
| Females | 32.1 | 88.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 29.2 | 80.7% | 75.9% | 73.0% |
| Masters | 7.0 | 19.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.8% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.0 | 33.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 9.2 | 25.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 14.1 | 38.8% | 28.3% | 29.1% |
| 21-30 Years Experience | 0.0 | 0.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 12.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 12.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 11.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 11.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.4 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,938 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,608 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,658 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,740 | \$61,264 | \$59,900 |
| 21-30 Years Experience | - | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,965 | \$60,082 | \$57,641 |
| Professional Support | \$67,139 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$103,070 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 13.4 | 37.1% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 19.3 | 53.3% | 63.3% | 71.0% |
| Special Education | 3.5 | 9.6% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
KRUSE EL (101917110) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MEADOR ELEMENTARY

Campus Number: 101917111

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 73% | 55% | 75% | 100% | - | 60% | - | * | * | - | 70% | 91% | 76% | 65% |
| | 2019 | 76% | 80% | 88% | 78% | 92% | * | * | * | - | * | 50% | * | 90% | 83% | 88% | 100% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 25% | 27% | 23% | 20% | - | 20% | - | * | * | - | 21% | 45% | 26% | 25% |
| | 2019 | 45% | 42% | 49% | 28% | 52% | * | * | * | - | * | 0% | * | 52% | 42% | 47% | 71% |
| At Masters Grade Level | 2021 | 19% | 12% | 7% | 9% | 2% | 0% | - | 20% | - | * | * | - | 4% | 27% | 9% | 0% |
| | 2019 | 27% | 23% | 30% | 11% | 31% | * | * | * | - | * | 0% | * | 34% | 21% | 28% | 33% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 60% | 45% | 57% | 80% | - | 80% | - | * | * | - | 61% | 55% | 60% | 55% |
| | 2019 | 79% | 78% | 81% | 78% | 82% | * | * | * | - | * | 50% | * | 84% | 75% | 81% | 95% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 13% | 9% | 16% | 0% | - | 20% | - | * | * | - | 14% | 9% | 16% | 20% |
| | 2019 | 49% | 41% | 47% | 22% | 49% | * | * | * | - | * | 25% | * | 52% | 33% | 46% | 57% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | 0% | 2% | 0% | - | 0% | - | * | * | - | 2% | 0% | 2% | 5% |
| | 2019 | 25% | 17% | 22% | 11% | 21% | * | * | * | - | * | 13% | * | 26% | 13% | 21% | 33% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 75% | 71% | 74% | * | - | * | - | - | 46% | - | 80% | 59% | 78% | 88% |
| | 2019 | 75% | 77% | 89% | 79% | 90% | 100% | - | * | - | * | 36% | * | 92% | 81% | 87% | 93% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 40% | 41% | 38% | * | - | * | - | - | 23% | - | 41% | 35% | 40% | 44% |
| | 2019 | 44% | 41% | 60% | 29% | 69% | 100% | - | * | - | * | 9% | * | 67% | 44% | 58% | 71% |
| At Masters Grade Level | 2021 | 17% | 8% | 18% | 18% | 17% | * | - | * | - | - | 8% | - | 14% | 29% | 16% | 13% |
| | 2019 | 22% | 17% | 30% | 13% | 31% | 80% | - | * | - | * | 9% | * | 37% | 15% | 27% | 25% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 57% | 29% | 64% | * | - | * | - | - | 38% | - | 59% | 53% | 57% | 81% |
| | 2019 | 75% | 75% | 89% | 71% | 94% | 100% | - | * | - | * | 64% | * | 95% | 74% | 87% | 100% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 25% | 6% | 30% | * | - | * | - | - | 23% | - | 29% | 12% | 24% | 25% |
| | 2019 | 48% | 40% | 70% | 46% | 81% | 80% | - | * | - | * | 36% | * | 78% | 52% | 68% | 89% |
| At Masters Grade Level | 2021 | 21% | 10% | 15% | 6% | 15% | * | - | * | - | - | 0% | - | 18% | 6% | 14% | 19% |
| | 2019 | 28% | 18% | 34% | 8% | 44% | 40% | - | * | - | * | 9% | * | 40% | 22% | 31% | 54% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 63% | 59% | 64% | - | - | * | - | - | 15% | - | 66% | 53% | 61% | 69% |
| | 2019 | 67% | 66% | 86% | 72% | 92% | 100% | - | * | - | * | 27% | * | 90% | 79% | 86% | 93% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 30% | 18% | 34% | - | - | * | - | - | 8% | - | 30% | 29% | 26% | 44% |
| | 2019 | 35% | 30% | 53% | 24% | 65% | 100% | - | * | - | * | 9% | * | 59% | 39% | 49% | 61% |
| At Masters Grade Level | 2021 | 8% | 4% | 7% | 6% | 9% | - | - | * | - | - | 0% | - | 8% | 6% | 4% | 0% |
| | 2019 | 11% | 8% | 14% | 4% | 16% | 40% | - | * | - | * | 0% | * | 19% | 4% | 12% | 14% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 66% | 52% | 67% | 92% | - | 79% | - | * | 32% | - | 67% | 60% | 66% | 70% |
| | 2019 | 78% | 76% | 87% | 75% | 90% | 100% | * | 100% | - | 90% | 45% | 100% | 90% | 78% | 86% | 96% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 27% | 21% | 28% | 25% | - | 26% | - | * | 19% | - | 27% | 26% | 26% | 31% |
| | 2019 | 50% | 45% | 56% | 30% | 62% | 88% | * | 72% | - | 70% | 16% | 60% | 61% | 42% | 54% | 71% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 8% | 9% | 17% | - | 11% | - | * | 2% | - | 9% | 14% | 9% | 7% |
| | 2019 | 24% | 18% | 26% | 9% | 29% | 53% | * | 50% | - | 60% | 6% | 20% | 31% | 15% | 24% | 32% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 74% | 64% | 75% | 100% | - | 75% | - | * | 41% | - | 75% | 71% | 77% | 75% |
| | 2019 | 75% | 72% | 88% | 79% | 91% | 100% | * | 100% | - | * | 42% | * | 91% | 82% | 88% | 96% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | 36% | 31% | 33% | - | 25% | - | * | 24% | - | 31% | 39% | 33% | 33% |
| | 2019 | 48% | 42% | 54% | 29% | 60% | 83% | * | 86% | - | * | 5% | * | 59% | 43% | 53% | 71% |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 14% | 10% | 17% | - | 13% | - | * | 6% | - | 8% | 29% | 12% | 6% |
| | 2019 | 21% | 15% | 30% | 12% | 31% | 67% | * | 71% | - | * | 5% | * | 35% | 18% | 28% | 29% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | 36% | 60% | 83% | - | 88% | - | * | 35% | - | 60% | 54% | 59% | 67% |
| | 2019 | 82% | 82% | 85% | 74% | 88% | 100% | * | 100% | - | * | 58% | * | 89% | 75% | 84% | 98% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 7% | 23% | 17% | - | 25% | - | * | 24% | - | 21% | 11% | 20% | 22% |
| | 2019 | 52% | 47% | 58% | 36% | 64% | 83% | * | 86% | - | * | 32% | * | 65% | 43% | 57% | 76% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 4% | 9% | 17% | - | 13% | - | * | 0% | - | 9% | 4% | 8% | 11% |
| | 2019 | 26% | 21% | 28% | 10% | 32% | 50% | * | 57% | - | * | 11% | * | 33% | 18% | 26% | 45% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 63% | 59% | 64% | - | - | * | - | - | 15% | - | 66% | 53% | 61% | 69% |
| | 2019 | 68% | 66% | 86% | 72% | 92% | 100% | - | * | - | * | 27% | * | 90% | 79% | 86% | 93% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 30% | 18% | 34% | - | - | * | - | - | 8% | - | 30% | 29% | 26% | 44% |
| | 2019 | 38% | 32% | 53% | 24% | 65% | 100% | - | * | - | * | 9% | * | 59% | 39% | 49% | 61% |
| At Masters Grade Level | 2021 | 9% | 4% | 7% | 6% | 9% | - | - | * | - | - | 0% | - | 8% | 6% | 4% | 0% |
| | 2019 | 14% | 10% | 14% | 4% | 16% | 40% | - | * | - | * | 0% | * | 19% | 4% | 12% | 14% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 64 | 59 | 65 | * | - | * | - | * | 23 | * | 65 | 63 | 64 | 60 |
| | 2018 | 63 | 61 | 68 | 71 | 64 | * | - | * | - | * | 56 | * | 71 | 63 | 71 | 70 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 81 | 65 | 86 | * | - | * | - | * | 64 | * | 82 | 79 | 80 | 88 |
| | 2018 | 65 | 61 | 87 | 81 | 89 | * | - | * | - | * | 90 | * | 85 | 89 | 86 | 85 |
| All Grades Both Subjects | 2019 | 69 | 69 | 73 | 62 | 76 | 92 | - | 81 | - | * | 43 | * | 73 | 71 | 72 | 75 |
| | 2018 | 69 | 68 | 77 | 77 | 77 | * | - | 100 | - | * | 75 | * | 78 | 77 | 79 | 78 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 64 | 59 | 65 | * | - | * | - | * | 23 | * | 65 | 63 | 64 | 60 |
| | 2018 | 69 | 68 | 68 | 71 | 64 | * | - | * | - | * | 56 | * | 71 | 63 | 71 | 70 |
| All Grades Mathematics | 2019 | 70 | 70 | 81 | 65 | 86 | * | - | * | - | * | 64 | * | 82 | 79 | 80 | 88 |
| | 2018 | 70 | 69 | 87 | 81 | 89 | * | - | * | - | * | 90 | * | 85 | 89 | 86 | 85 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 66% | 72% | - | 72% | - | - | - | * | - | * | - | 64% | 64% | 70% | - |
| | 2019 | 78% | 76% | 87% | 97% | - | 97% | - | - | - | - | - | - | - | 93% | | 96% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 27% | 31% | - | 31% | - | - | - | * | - | * | - | 36% | 25% | 31% | - |
| | 2019 | 50% | 45% | 56% | 74% | - | 74% | - | - | - | - | - | - | - | 57% | | 70% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 7% | - | 7% | - | - | - | * | - | * | - | 9% | 11% | 7% | - |
| | 2019 | 24% | 18% | 26% | 28% | - | 28% | - | - | - | - | - | - | - | 36% | | 30% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 74% | 77% | - | 77% | - | - | - | * | - | * | - | * | 74% | 75% | - |
| | 2019 | 75% | 72% | 88% | 97% | - | 97% | - | - | - | - | - | - | - | 92% | | 96% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | 32% | - | 32% | - | - | - | * | - | * | - | * | 32% | 33% | - |
| | 2019 | 48% | 42% | 54% | 71% | - | 71% | - | - | - | - | - | - | - | 67% | | 70% | |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 6% | - | 6% | - | - | - | * | - | * | - | * | 15% | 6% | - |
| | 2019 | 21% | 15% | 30% | 23% | - | 23% | - | - | - | - | - | - | - | 42% | | 28% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | 68% | - | 68% | - | - | - | * | - | * | - | * | 56% | 67% | - |
| | 2019 | 82% | 82% | 85% | 97% | - | 97% | - | - | - | - | - | - | - | 100% | | 98% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 23% | - | 23% | - | - | - | * | - | * | - | * | 18% | 22% | - |
| | 2019 | 52% | 47% | 58% | 80% | - | 80% | - | - | - | - | - | - | - | 58% | | 74% | |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 10% | - | 10% | - | - | - | * | - | * | - | * | 7% | 11% | - |
| | 2019 | 26% | 21% | 28% | 43% | - | 43% | - | - | - | - | - | - | - | 42% | | 43% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 63% | 69% | - | 69% | - | - | - | - | - | - | - | * | 61% | 69% | - |
| | 2019 | 68% | 66% | 86% | 95% | - | 95% | - | - | - | - | - | - | - | * | | 92% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 30% | 46% | - | 46% | - | - | - | - | - | - | - | * | 25% | 44% | - |
| | 2019 | 38% | 32% | 53% | 68% | - | 68% | - | - | - | - | - | - | - | * | | 62% | |
| At Masters Grade Level | 2021 | 9% | 4% | 7% | 0% | - | 0% | - | - | - | - | - | - | - | * | 10% | 0% | - |
| | 2019 | 14% | 10% | 14% | 14% | - | 14% | - | - | - | - | - | - | - | * | | 12% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 93% | 97% | 92% | - | 100% | - | 100% | 94% | - | 96% | 97% | 96% | 100% |
| Included in Accountability | 83% | 88% | 87% | 83% | 88% | 92% | - | 100% | - | 50% | 92% | - | 90% | 77% | 87% | 81% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 10% | 4% | 0% | - | 0% | - | 25% | 0% | - | 4% | 11% | 6% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 4% | 0% | - | 0% | - | 25% | 2% | - | 1% | 9% | 3% | 12% |
| Not Tested | 12% | 6% | 4% | 7% | 3% | 8% | - | 0% | - | 0% | 6% | - | 4% | 3% | 4% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 8% | - | 0% | - | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 4% | 7% | 3% | 0% | - | 0% | - | 0% | 6% | - | 4% | 3% | 4% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 91% | 84% | 93% | 100% | * | 100% | - | 100% | 91% | 100% | 98% | 79% | 92% | 89% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | 16% | 6% | 0% | * | 0% | - | 0% | 9% | 0% | 2% | 20% | 7% | 10% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | 98.4% | 98.9% | 99.6% | * | 99.5% | - | * | 98.6% | 98.8% | 99.5% |
| 2018-19 | 95.4% | 94.4% | 96.2% | 95.1% | 96.5% | 96.6% | * | 98.2% | * | * | 95.3% | 96.0% | 97.4% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.2% | 11.7% | 4.0% | 0.0% | * | 0.0% | - | 20.0% | 7.8% | 6.3% | 1.0% |
| 2018-19 | 11.4% | 15.3% | 8.2% | 14.3% | 5.8% | 8.3% | * | 0.0% | * | 0.0% | 13.7% | 9.0% | 2.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 480 | 100.0% | 50,547 | 5,359,040 | 480 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 6 | 1.3% | 0.3% | 0.3% | 6 | 1.3% | 0.3% | 0.4% |
| Pre-Kindergarten | 47 | 9.8% | 3.8% | 3.7% | 47 | 9.8% | 3.7% | 3.7% |
| Kindergarten | 78 | 16.3% | 6.4% | 6.7% | 78 | 16.3% | 6.4% | 6.7% |
| Grade 1 | 88 | 18.3% | 6.8% | 7.1% | 88 | 18.3% | 6.8% | 7.1% |
| Grade 2 | 89 | 18.5% | 6.7% | 7.1% | 89 | 18.5% | 6.7% | 7.1% |
| Grade 3 | 82 | 17.1% | 6.9% | 7.1% | 82 | 17.1% | 6.9% | 7.1% |
| Grade 4 | 90 | 18.8% | 7.1% | 7.2% | 90 | 18.8% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 109 | 22.7% | 7.7% | 12.7% | 109 | 22.7% | 7.7% | 12.7% |
| Hispanic | 308 | 64.2% | 83.2% | 52.9% | 308 | 64.2% | 83.2% | 52.9% |
| White | 30 | 6.3% | 5.3% | 26.5% | 30 | 6.3% | 5.3% | 26.5% |
| American Indian | 2 | 0.4% | 0.1% | 0.3% | 2 | 0.4% | 0.1% | 0.3% |
| Asian | 23 | 4.8% | 3.0% | 4.7% | 23 | 4.8% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 8 | 1.7% | 0.7% | 2.7% | 8 | 1.7% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 256 | 53.3% | 48.5% | 48.9% | 256 | 53.3% | 48.5% | 48.9% |
| Male | 224 | 46.7% | 51.5% | 51.1% | 224 | 46.7% | 51.5% | 51.1% |
| Economically Disadvantaged | 410 | 85.4% | 83.8% | 60.3% | 410 | 85.4% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 70 | 14.6% | 16.2% | 39.7% | 70 | 14.6% | 16.3% | 39.8% |
| Section 504 Students | 14 | 2.9% | 5.8% | 7.2% | 14 | 2.9% | 5.7% | 7.2% |
| EB Students/EL | 128 | 26.7% | 30.0% | 20.7% | 128 | 26.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 12 | 2.5% | 4.6% | 4.5% | 12 | 2.5% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 2 | 0.4% | 0.8% | 1.1% | 2 | 0.4% | 0.8% | 1.1% |
| Immigrant | 20 | 4.2% | 2.8% | 2.0% | 20 | 4.2% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 480 | 100.0% | 68.6% | 64.5% | 480 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.4% | 0.4% | 2.7% | 2 | 0.4% | 0.4% | 2.7% |
| At-Risk | 276 | 57.5% | 58.7% | 49.2% | 276 | 57.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 109 | 22.7% | 28.1% | 21.0% | 109 | 22.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 7 | 1.5% | 5.6% | 8.3% | 7 | 1.5% | 5.6% | 8.3% |
| Special Education | 51 | 10.6% | 11.9% | 11.1% | 51 | 10.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 51 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 17 | 33.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 12 | 23.5% | 18.2% | 21.3% | | | | |
| Students with Autism | 19 | 37.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 105 | 24.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 46 | 10.8% | 2.2% | 2.8% | | | | |
| Hispanic | 54 | 12.7% | 10.6% | 7.1% | | | | |
| White | 0 | 0.0% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.2% | 0.0% | 0.1% | | | | |
| Asian | 4 | 0.9% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 10 | 17.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 19 | 18.8% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 91 | 24.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 104 | 25.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 15.6% | 8.0% | 1.9% | 22.2% | 8.8% | 3.2% |
| Grade 2 | 7.5% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 2.7% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.0 | 17.4 | 17.7 |
| Grade 1 | 16.3 | 17.9 | 18.0 |
| Grade 2 | 16.5 | 16.4 | 18.0 |
| Grade 3 | 19.7 | 17.4 | 18.2 |
| Grade 4 | 18.5 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 57.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 44.6 | 77.3% | 58.7% | 64.3% |
| Teachers | 36.2 | 62.9% | 45.1% | 49.6% |
| Professional Support | 6.3 | 11.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.5% | 2.3% | 3.0% |
| Educational Aides: | 13.1 | 22.7% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 28.3 | 49.0% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 8.3% | 9.9% | 11.1% |
| Hispanic | 12.0 | 33.1% | 38.0% | 28.4% |
| White | 21.2 | 58.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.0 | 11.0% | 24.8% | 23.8% |
| Females | 32.2 | 89.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 33.0 | 91.1% | 75.9% | 73.0% |
| Masters | 3.2 | 8.9% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 8.0 | 22.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 6.0 | 16.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 18.1 | 49.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.2 | 11.5% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 9.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 9.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 15.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.6 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 10.0 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,632 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,408 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$55,711 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,622 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,386 | \$60,082 | \$57,641 |
| Professional Support | \$65,304 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$103,535 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 8.3 | 22.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 25.1 | 69.3% | 63.3% | 71.0% |
| Special Education | 2.8 | 7.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MEADOR ELEMENTARY (101917111) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: PARKS EL

Campus Number: 101917112

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 47% | * | 48% | * | - | * | - | * | 25% | * | 45% | 60% | 47% | 56% |
| | 2019 | 76% | 80% | 67% | 50% | 67% | * | - | - | - | - | 10% | * | 71% | 55% | 67% | 86% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 28% | * | 27% | * | - | * | - | * | 19% | * | 26% | 40% | 29% | 44% |
| | 2019 | 45% | 42% | 37% | 0% | 44% | * | - | - | - | - | 0% | * | 44% | 20% | 39% | 68% |
| At Masters Grade Level | 2021 | 19% | 12% | 15% | * | 14% | * | - | * | - | * | 0% | * | 15% | 20% | 15% | 33% |
| | 2019 | 27% | 23% | 17% | 0% | 20% | * | - | - | - | - | 0% | * | 22% | 5% | 18% | 29% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 47% | * | 47% | * | - | * | - | * | 31% | * | 46% | 50% | 42% | 63% |
| | 2019 | 79% | 78% | 63% | 38% | 69% | * | - | - | - | - | 0% | * | 67% | 50% | 63% | 86% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 26% | * | 27% | * | - | * | - | * | 25% | * | 27% | 20% | 22% | 41% |
| | 2019 | 49% | 41% | 35% | 13% | 39% | * | - | - | - | - | 0% | * | 36% | 30% | 36% | 61% |
| At Masters Grade Level | 2021 | 14% | 6% | 3% | * | 3% | * | - | * | - | * | 6% | * | 3% | 0% | 1% | 7% |
| | 2019 | 25% | 17% | 16% | 0% | 19% | * | - | - | - | - | 0% | * | 16% | 15% | 17% | 32% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 46% | 14% | 47% | 83% | - | - | - | * | 18% | * | 49% | 41% | 44% | 58% |
| | 2019 | 75% | 77% | 79% | 80% | 77% | 100% | - | - | - | - | 17% | * | 80% | 76% | 80% | 82% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 19% | 0% | 24% | 0% | - | - | - | * | 9% | * | 23% | 9% | 19% | 32% |
| | 2019 | 44% | 41% | 34% | 40% | 35% | 20% | - | - | - | - | 17% | * | 38% | 24% | 35% | 43% |
| At Masters Grade Level | 2021 | 17% | 8% | 7% | 0% | 9% | 0% | - | - | - | * | 0% | * | 11% | 0% | 8% | 16% |
| | 2019 | 22% | 17% | 9% | 20% | 9% | 0% | - | - | - | - | 0% | * | 10% | 6% | 9% | 14% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 39% | 0% | 44% | 50% | - | - | - | * | 27% | * | 43% | 32% | 38% | 37% |
| | 2019 | 75% | 75% | 66% | 40% | 67% | 80% | - | - | - | - | 17% | * | 72% | 47% | 66% | 86% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 12% | 0% | 13% | 17% | - | - | - | * | 18% | * | 15% | 5% | 10% | 11% |
| | 2019 | 48% | 40% | 40% | 20% | 42% | 40% | - | - | - | - | 0% | * | 50% | 12% | 40% | 64% |
| At Masters Grade Level | 2021 | 21% | 10% | 4% | 0% | 4% | 17% | - | - | - | * | 0% | * | 6% | 0% | 3% | 11% |
| | 2019 | 28% | 18% | 18% | 0% | 21% | 0% | - | - | - | - | 0% | * | 20% | 12% | 18% | 36% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 48% | 14% | 49% | 83% | - | - | - | * | 27% | * | 55% | 32% | 48% | 58% |
| | 2019 | 67% | 66% | 75% | 80% | 72% | 100% | - | - | - | - | 50% | * | 76% | 71% | 77% | 75% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 22% | 0% | 25% | 17% | - | - | - | * | 18% | * | 23% | 18% | 19% | 32% |
| | 2019 | 35% | 30% | 24% | 20% | 23% | 40% | - | - | - | - | 17% | * | 28% | 12% | 25% | 32% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | 0% | 4% | 0% | - | - | - | * | 9% | * | 4% | 0% | 2% | 5% |
| | 2019 | 11% | 8% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | 14% | 47% | 68% | - | * | - | 29% | 26% | 60% | 47% | 40% | 44% | 55% |
| | 2019 | 78% | 76% | 70% | 55% | 70% | 81% | - | - | - | - | 16% | 44% | 73% | 59% | 70% | 83% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 3% | 23% | 14% | - | * | - | 14% | 18% | 20% | 23% | 15% | 20% | 33% |
| | 2019 | 50% | 45% | 34% | 16% | 37% | 24% | - | - | - | - | 5% | 44% | 39% | 20% | 35% | 54% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 3% | 7% | 5% | - | * | - | 0% | 3% | 0% | 8% | 2% | 6% | 15% |
| | 2019 | 24% | 18% | 12% | 3% | 14% | 0% | - | - | - | - | 0% | 33% | 14% | 8% | 13% | 22% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 47% | 27% | 47% | 75% | - | * | - | * | 22% | * | 47% | 47% | 46% | 57% |
| | 2019 | 75% | 72% | 73% | 62% | 72% | 100% | - | - | - | - | 13% | * | 75% | 65% | 73% | 84% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 9% | 25% | 13% | - | * | - | * | 15% | * | 25% | 19% | 24% | 39% |
| | 2019 | 48% | 42% | 36% | 15% | 40% | 13% | - | - | - | - | 6% | * | 41% | 22% | 37% | 55% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 9% | 12% | 0% | - | * | - | * | 0% | * | 13% | 6% | 12% | 26% |
| | 2019 | 21% | 15% | 13% | 8% | 15% | 0% | - | - | - | - | 0% | * | 16% | 5% | 14% | 21% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 43% | 0% | 45% | 50% | - | * | - | * | 30% | * | 45% | 38% | 40% | 52% |
| | 2019 | 82% | 82% | 64% | 38% | 68% | 50% | - | - | - | - | 6% | * | 70% | 49% | 64% | 86% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 0% | 20% | 13% | - | * | - | * | 22% | * | 22% | 9% | 16% | 28% |
| | 2019 | 52% | 47% | 37% | 15% | 40% | 25% | - | - | - | - | 0% | * | 43% | 22% | 38% | 63% |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 0% | 3% | 13% | - | * | - | * | 4% | * | 5% | 0% | 2% | 9% |
| | 2019 | 26% | 21% | 17% | 0% | 20% | 0% | - | - | - | - | 0% | * | 18% | 14% | 18% | 34% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 14% | 49% | 83% | - | - | - | * | 27% | * | 55% | 32% | 48% | 58% |
| | 2019 | 68% | 66% | 75% | 80% | 72% | 100% | - | - | - | - | 50% | * | 76% | 71% | 77% | 75% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 22% | 0% | 25% | 17% | - | - | - | * | 18% | * | 23% | 18% | 19% | 32% |
| | 2019 | 38% | 32% | 24% | 20% | 23% | 40% | - | - | - | - | 17% | * | 28% | 12% | 25% | 32% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 0% | 4% | 0% | - | - | - | * | 9% | * | 4% | 0% | 2% | 5% |
| | 2019 | 14% | 10% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 52 | * | 53 | 30 | - | - | - | - | 50 | * | 52 | 53 | 52 | 57 |
| | 2018 | 63 | 61 | 47 | 33 | 51 | * | * | - | - | - | 56 | - | 47 | 50 | 47 | 75 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 49 | * | 51 | 50 | - | - | - | - | 58 | * | 54 | 34 | 48 | 59 |
| | 2018 | 65 | 61 | 30 | 33 | 30 | 20 | * | - | - | - | 56 | * | 28 | 38 | 27 | 31 |
| All Grades Both Subjects | 2019 | 69 | 69 | 50 | 50 | 52 | 40 | - | - | - | - | 54 | * | 53 | 44 | 50 | 59 |
| | 2018 | 69 | 68 | 37 | 33 | 39 | 13 | * | - | - | - | 56 | * | 36 | 44 | 36 | 39 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 52 | * | 53 | 30 | - | - | - | - | 50 | * | 52 | 53 | 52 | 57 |
| | 2018 | 69 | 68 | 47 | 33 | 51 | * | * | - | - | - | 56 | - | 47 | 50 | 47 | 75 |
| All Grades Mathematics | 2019 | 70 | 70 | 49 | * | 51 | 50 | - | - | - | - | 58 | * | 54 | 34 | 48 | 59 |
| | 2018 | 70 | 69 | 30 | 33 | 30 | 20 | * | - | - | - | 56 | * | 28 | 38 | 27 | 31 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | 56% | - | 56% | - | - | - | - | - | - | - | 40% | 41% | 55% | - |
| | 2019 | 78% | 76% | 70% | 84% | - | 84% | - | - | - | - | - | - | - | 50% | | 82% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 35% | - | 35% | - | - | - | - | - | - | - | 0% | 16% | 33% | - |
| | 2019 | 50% | 45% | 34% | 56% | - | 56% | - | - | - | - | - | - | - | 13% | | 54% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 16% | - | 16% | - | - | - | - | - | - | - | 0% | 2% | 15% | - |
| | 2019 | 24% | 18% | 12% | 23% | - | 23% | - | - | - | - | - | - | - | 0% | | 22% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 47% | 59% | - | 59% | - | - | - | - | - | - | - | * | 42% | 57% | - |
| | 2019 | 75% | 72% | 73% | 86% | - | 86% | - | - | - | - | - | - | - | * | | 83% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 41% | - | 41% | - | - | - | - | - | - | - | * | 16% | 39% | - |
| | 2019 | 48% | 42% | 36% | 60% | - | 60% | - | - | - | - | - | - | - | * | | 56% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 27% | - | 27% | - | - | - | - | - | - | - | * | 4% | 26% | - |
| | 2019 | 21% | 15% | 13% | 22% | - | 22% | - | - | - | - | - | - | - | * | | 20% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 43% | 52% | - | 52% | - | - | - | - | - | - | - | * | 39% | 52% | - |
| | 2019 | 82% | 82% | 64% | 88% | - | 88% | - | - | - | - | - | - | - | * | | 85% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 30% | - | 30% | - | - | - | - | - | - | - | * | 15% | 28% | - |
| | 2019 | 52% | 47% | 37% | 66% | - | 66% | - | - | - | - | - | - | - | * | | 63% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 9% | - | 9% | - | - | - | - | - | - | - | * | 1% | 9% | - |
| | 2019 | 26% | 21% | 17% | 36% | - | 36% | - | - | - | - | - | - | - | * | | 33% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 56% | - | 56% | - | - | - | - | - | - | - | * | 44% | 58% | - |
| | 2019 | 68% | 66% | 75% | 73% | - | 73% | - | - | - | - | - | - | - | - | | 73% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 22% | 33% | - | 33% | - | - | - | - | - | - | - | * | 18% | 32% | - |
| | 2019 | 38% | 32% | 24% | 31% | - | 31% | - | - | - | - | - | - | - | - | | 31% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 6% | - | 6% | - | - | - | - | - | - | - | * | 2% | 5% | - |
| | 2019 | 14% | 10% | 0% | 0% | - | 0% | - | - | - | - | - | - | - | - | | 0% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 99% | 100% | - | * | - | 100% | 100% | 100% | 99% | 100% | 99% | 99% |
| Included in Accountability | 83% | 88% | 86% | 91% | 86% | 79% | - | * | - | 78% | 90% | 100% | 95% | 67% | 85% | 82% |
| Not Included in Accountability: Mobile | 3% | 3% | 11% | 9% | 10% | 21% | - | * | - | 22% | 6% | 0% | 5% | 25% | 12% | 10% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 0% | - | * | - | 0% | 4% | 0% | 0% | 9% | 3% | 8% |
| Not Tested | 12% | 6% | 0% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 1% | 0% | 1% | 1% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 1% | 0% | - | * | - | 0% | 0% | 0% | 1% | 0% | 1% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 79% | 96% | 91% | - | - | - | - | 100% | 100% | 98% | 83% | 94% | 99% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | 21% | 4% | 9% | - | - | - | - | 0% | 0% | 2% | 15% | 6% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 0% | 2% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.1% | 97.1% | 98.3% | 97.6% | * | * | - | * | 97.4% | 98.0% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.3% | 94.1% | 95.4% | 95.3% | - | * | - | * | 92.7% | 95.4% | 97.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 10.2% | 17.6% | 9.2% | 11.1% | * | * | - | 20.0% | 13.9% | 11.2% | 2.5% |
| 2018-19 | 11.4% | 15.3% | 14.1% | 16.3% | 13.4% | 18.2% | - | * | - | * | 21.3% | 13.0% | 5.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 428 | 100.0% | 50,547 | 5,359,040 | 429 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 1 | 0.2% | 0.3% | 0.4% |
| Pre-Kindergarten | 54 | 12.6% | 3.8% | 3.7% | 54 | 12.6% | 3.7% | 3.7% |
| Kindergarten | 64 | 15.0% | 6.4% | 6.7% | 64 | 14.9% | 6.4% | 6.7% |
| Grade 1 | 83 | 19.4% | 6.8% | 7.1% | 83 | 19.3% | 6.8% | 7.1% |
| Grade 2 | 66 | 15.4% | 6.7% | 7.1% | 66 | 15.4% | 6.7% | 7.1% |
| Grade 3 | 83 | 19.4% | 6.9% | 7.1% | 83 | 19.3% | 6.9% | 7.1% |
| Grade 4 | 78 | 18.2% | 7.1% | 7.2% | 78 | 18.2% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 39 | 9.1% | 7.7% | 12.7% | 39 | 9.1% | 7.7% | 12.7% |
| Hispanic | 347 | 81.1% | 83.2% | 52.9% | 348 | 81.1% | 83.2% | 52.9% |
| White | 33 | 7.7% | 5.3% | 26.5% | 33 | 7.7% | 5.3% | 26.5% |
| American Indian | 2 | 0.5% | 0.1% | 0.3% | 2 | 0.5% | 0.1% | 0.3% |
| Asian | 1 | 0.2% | 3.0% | 4.7% | 1 | 0.2% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 5 | 1.2% | 0.7% | 2.7% | 5 | 1.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 211 | 49.3% | 48.5% | 48.9% | 211 | 49.2% | 48.5% | 48.9% |
| Male | 217 | 50.7% | 51.5% | 51.1% | 218 | 50.8% | 51.5% | 51.1% |
| Economically Disadvantaged | 391 | 91.4% | 83.8% | 60.3% | 391 | 91.1% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 37 | 8.6% | 16.2% | 39.7% | 38 | 8.9% | 16.3% | 39.8% |
| Section 504 Students | 14 | 3.3% | 5.8% | 7.2% | 14 | 3.3% | 5.7% | 7.2% |
| EB Students/EL | 135 | 31.5% | 30.0% | 20.7% | 135 | 31.5% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 4 | 0.9% | 4.6% | 4.5% | 4 | 0.9% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 7 | 1.6% | 2.8% | 2.0% | 7 | 1.6% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 428 | 100.0% | 68.6% | 64.5% | 429 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 283 | 66.1% | 58.7% | 49.2% | 284 | 66.2% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 115 | 26.9% | 28.1% | 21.0% | 115 | 26.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 29 | 6.8% | 5.6% | 8.3% | 29 | 6.8% | 5.6% | 8.3% |
| Special Education | 67 | 15.7% | 11.9% | 11.1% | 68 | 15.9% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 67 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 17 | 25.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 33 | 49.3% | 18.2% | 21.3% | | | | |
| Students with Autism | ** | ** | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 10 | 14.9% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 77 | 20.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 8 | 2.1% | 2.2% | 2.8% | | | | |
| Hispanic | 53 | 14.2% | 10.6% | 7.1% | | | | |
| White | 15 | 4.0% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 13 | 18.1% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 13 | 10.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 70 | 20.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 91 | 24.0% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.5% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 3.6% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.3 | 17.4 | 17.7 |
| Grade 1 | 19.7 | 17.9 | 18.0 |
| Grade 2 | 16.7 | 16.4 | 18.0 |
| Grade 3 | 17.8 | 17.4 | 18.2 |
| Grade 4 | 18.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 57.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 43.8 | 75.7% | 58.7% | 64.3% |
| Teachers | 34.1 | 58.9% | 45.1% | 49.6% |
| Professional Support | 7.7 | 13.3% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.5% | 2.3% | 3.0% |
| Educational Aides: | 14.1 | 24.3% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 43.2 | 74.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.5 | 13.3% | 9.9% | 11.1% |
| Hispanic | 15.0 | 44.0% | 38.0% | 28.4% |
| White | 12.6 | 36.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.9% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 6.2 | 18.1% | 24.8% | 23.8% |
| Females | 28.0 | 81.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 24.6 | 72.2% | 75.9% | 73.0% |
| Masters | 9.5 | 27.8% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 9.1 | 26.5% | 30.1% | 27.8% |
| 6-10 Years Experience | 5.6 | 16.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 14.3 | 41.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.2 | 15.2% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.5 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 14.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 14.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 15.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 15.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,152 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,785 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,683 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$58,544 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,541 | \$60,082 | \$57,641 |
| Professional Support | \$67,579 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$106,315 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 9.9 | 29.1% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 20.3 | 59.6% | 63.3% | 71.0% |
| Special Education | 3.9 | 11.4% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
PARKS EL (101917112) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: POMEROY EL

Campus Number: 101917113

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 68% | * | 70% | 50% | - | - | - | - | 31% | * | 68% | 70% | 64% | 67% |
| | 2019 | 76% | 80% | 76% | * | 77% | * | - | - | - | - | 43% | 50% | 79% | 59% | 74% | 79% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 40% | * | 42% | 33% | - | - | - | - | 25% | * | 41% | 30% | 35% | 41% |
| | 2019 | 45% | 42% | 42% | * | 42% | * | - | - | - | - | 14% | 33% | 43% | 33% | 39% | 42% |
| At Masters Grade Level | 2021 | 19% | 12% | 21% | * | 20% | 33% | - | - | - | - | 0% | * | 20% | 30% | 15% | 22% |
| | 2019 | 27% | 23% | 25% | * | 25% | * | - | - | - | - | 5% | 17% | 26% | 19% | 22% | 24% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 59% | * | 59% | 50% | - | - | - | - | 19% | * | 57% | 80% | 55% | 57% |
| | 2019 | 79% | 78% | 78% | * | 80% | * | - | - | - | - | 48% | 83% | 79% | 74% | 77% | 80% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 22% | * | 22% | 33% | - | - | - | - | 13% | * | 23% | 10% | 18% | 22% |
| | 2019 | 49% | 41% | 45% | * | 45% | * | - | - | - | - | 19% | 33% | 48% | 30% | 43% | 47% |
| At Masters Grade Level | 2021 | 14% | 6% | 8% | * | 8% | 17% | - | - | - | - | 0% | * | 9% | 0% | 6% | 9% |
| | 2019 | 25% | 17% | 22% | * | 22% | * | - | - | - | - | 10% | 0% | 25% | 7% | 20% | 23% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 65% | * | 66% | * | - | - | - | * | 33% | * | 65% | 68% | 64% | 63% |
| | 2019 | 75% | 77% | 85% | * | 85% | * | - | - | - | - | 50% | * | 86% | 80% | 84% | 85% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 28% | * | 28% | * | - | - | - | * | 27% | * | 30% | 18% | 27% | 24% |
| | 2019 | 44% | 41% | 46% | * | 46% | * | - | - | - | - | 25% | * | 48% | 36% | 45% | 43% |
| At Masters Grade Level | 2021 | 17% | 8% | 11% | * | 12% | * | - | - | - | * | 7% | * | 12% | 7% | 10% | 9% |
| | 2019 | 22% | 17% | 18% | * | 16% | * | - | - | - | - | 5% | * | 20% | 8% | 17% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 64% | * | 65% | * | - | - | - | * | 33% | * | 63% | 68% | 62% | 67% |
| | 2019 | 75% | 75% | 89% | * | 89% | * | - | - | - | - | 50% | * | 91% | 76% | 89% | 89% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 29% | * | 30% | * | - | - | - | * | 7% | * | 28% | 36% | 29% | 33% |
| | 2019 | 48% | 40% | 54% | * | 54% | * | - | - | - | - | 25% | * | 55% | 48% | 53% | 60% |
| At Masters Grade Level | 2021 | 21% | 10% | 12% | * | 13% | * | - | - | - | * | 0% | * | 13% | 7% | 13% | 12% |
| | 2019 | 28% | 18% | 26% | * | 25% | * | - | - | - | - | 5% | * | 28% | 16% | 25% | 27% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 50% | * | 52% | * | - | - | - | * | 33% | * | 48% | 61% | 51% | 49% |
| | 2019 | 67% | 66% | 71% | * | 70% | * | - | - | - | - | 35% | * | 72% | 68% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 15% | * | 16% | * | - | - | - | * | 13% | * | 15% | 14% | 15% | 15% |
| | 2019 | 35% | 30% | 24% | * | 22% | * | - | - | - | - | 5% | * | 27% | 12% | 24% | 25% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | * | 3% | * | - | - | - | * | 0% | * | 4% | 0% | 3% | 1% |
| | 2019 | 11% | 8% | 11% | * | 12% | * | - | - | - | - | 0% | * | 13% | 4% | 12% | 14% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 61% | 25% | 62% | 61% | - | - | - | * | 30% | 77% | 60% | 67% | 59% | 61% |
| | 2019 | 78% | 76% | 80% | 50% | 80% | 100% | - | - | - | - | 45% | 60% | 81% | 71% | 79% | 81% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 27% | 0% | 27% | 39% | - | - | - | * | 17% | 54% | 28% | 22% | 25% | 27% |
| | 2019 | 50% | 45% | 42% | 22% | 42% | 91% | - | - | - | - | 18% | 33% | 44% | 32% | 41% | 44% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 0% | 11% | 17% | - | - | - | * | 1% | 23% | 12% | 7% | 9% | 10% |
| | 2019 | 24% | 18% | 20% | 6% | 20% | 55% | - | - | - | - | 5% | 7% | 22% | 11% | 19% | 21% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 67% | 17% | 68% | 63% | - | - | - | * | 32% | 80% | 66% | 68% | 64% | 65% |
| | 2019 | 75% | 72% | 80% | 43% | 81% | * | - | - | - | - | 46% | 43% | 82% | 69% | 79% | 82% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | 0% | 34% | 50% | - | - | - | * | 26% | 60% | 36% | 21% | 31% | 32% |
| | 2019 | 48% | 42% | 44% | 14% | 44% | * | - | - | - | - | 20% | 29% | 46% | 35% | 42% | 42% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 0% | 16% | 25% | - | - | - | * | 3% | 40% | 16% | 13% | 12% | 15% |
| | 2019 | 21% | 15% | 22% | 14% | 21% | * | - | - | - | - | 5% | 14% | 23% | 13% | 20% | 21% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 61% | 33% | 62% | 63% | - | - | - | * | 26% | 80% | 60% | 71% | 59% | 62% |
| | 2019 | 82% | 82% | 83% | 43% | 84% | * | - | - | - | - | 49% | 86% | 85% | 75% | 82% | 84% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 26% | 0% | 26% | 38% | - | - | - | * | 10% | 40% | 25% | 29% | 24% | 28% |
| | 2019 | 52% | 47% | 49% | 14% | 49% | * | - | - | - | - | 22% | 43% | 51% | 38% | 48% | 53% |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 0% | 10% | 13% | - | - | - | * | 0% | 20% | 11% | 5% | 9% | 11% |
| | 2019 | 26% | 21% | 24% | 0% | 23% | * | - | - | - | - | 7% | 0% | 26% | 12% | 22% | 25% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 50% | * | 52% | * | - | - | - | * | 33% | * | 48% | 61% | 51% | 49% |
| | 2019 | 68% | 66% | 71% | * | 70% | * | - | - | - | - | 35% | * | 72% | 68% | 70% | 70% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 15% | * | 16% | * | - | - | - | * | 13% | * | 15% | 14% | 15% | 15% |
| | 2019 | 38% | 32% | 24% | * | 22% | * | - | - | - | - | 5% | * | 27% | 12% | 24% | 25% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | * | 3% | * | - | - | - | * | 0% | * | 4% | 0% | 3% | 1% |
| | 2019 | 14% | 10% | 11% | * | 12% | * | - | - | - | - | 0% | * | 13% | 4% | 12% | 14% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 79 | * | 78 | * | - | - | - | - | 92 | - | 76 | 92 | 79 | 76 |
| | 2018 | 63 | 61 | 62 | * | 60 | * | - | * | - | - | 67 | * | 60 | 71 | 63 | 60 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 81 | * | 81 | * | - | - | - | - | 68 | * | 80 | 85 | 81 | 81 |
| | 2018 | 65 | 61 | 67 | * | 65 | * | - | * | - | - | 83 | * | 65 | 75 | 65 | 62 |
| All Grades Both Subjects | 2019 | 69 | 69 | 80 | 75 | 80 | 92 | - | - | - | - | 77 | * | 78 | 88 | 80 | 79 |
| | 2018 | 69 | 68 | 65 | * | 63 | * | - | * | - | - | 76 | * | 63 | 73 | 64 | 61 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 79 | * | 78 | * | - | - | - | - | 92 | - | 76 | 92 | 79 | 76 |
| | 2018 | 69 | 68 | 62 | * | 60 | * | - | * | - | - | 67 | * | 60 | 71 | 63 | 60 |
| All Grades Mathematics | 2019 | 70 | 70 | 81 | * | 81 | * | - | - | - | - | 68 | * | 80 | 85 | 81 | 81 |
| | 2018 | 70 | 69 | 67 | * | 65 | * | - | * | - | - | 83 | * | 65 | 75 | 65 | 62 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 61% | 58% | - | 52% | 74% | - | - | 44% | - | 44% | - | 73% | 62% | 61% | - |
| | 2019 | 78% | 76% | 80% | 79% | - | 76% | 92% | - | - | - | - | - | - | 76% | | 79% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 27% | 26% | - | 19% | 44% | - | - | 44% | - | 44% | - | 28% | 27% | 27% | - |
| | 2019 | 50% | 45% | 42% | 43% | - | 35% | 68% | - | - | - | - | - | - | 32% | | 42% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 11% | - | 7% | 20% | - | - | 0% | - | 0% | - | 11% | 12% | 10% | - |
| | 2019 | 24% | 18% | 20% | 21% | - | 14% | 46% | - | - | - | - | - | - | 9% | | 20% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 67% | 63% | - | 54% | 85% | - | - | * | - | * | - | 76% | 70% | 65% | - |
| | 2019 | 75% | 72% | 80% | 81% | - | 78% | 93% | - | - | - | - | - | - | 71% | | 81% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | 32% | - | 22% | 58% | - | - | * | - | * | - | 28% | 38% | 32% | - |
| | 2019 | 48% | 42% | 44% | 42% | - | 35% | 67% | - | - | - | - | - | - | 21% | | 41% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 16% | - | 11% | 30% | - | - | * | - | * | - | 12% | 17% | 15% | - |
| | 2019 | 21% | 15% | 22% | 21% | - | 13% | 50% | - | - | - | - | - | - | 7% | | 20% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 61% | 62% | - | 56% | 78% | - | - | * | - | * | - | 68% | 60% | 62% | - |
| | 2019 | 82% | 82% | 83% | 84% | - | 81% | 93% | - | - | - | - | - | - | 79% | | 83% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 26% | 27% | - | 22% | 40% | - | - | * | - | * | - | 32% | 23% | 28% | - |
| | 2019 | 52% | 47% | 49% | 52% | - | 45% | 74% | - | - | - | - | - | - | 57% | | 52% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 9% | - | 6% | 18% | - | - | * | - | * | - | 20% | 10% | 11% | - |
| | 2019 | 26% | 21% | 24% | 26% | - | 20% | 45% | - | - | - | - | - | - | 14% | | 25% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 50% | 40% | - | 39% | 44% | - | - | * | - | * | - | 75% | 52% | 49% | - |
| | 2019 | 68% | 66% | 71% | 64% | - | 59% | 86% | - | - | - | - | - | - | 83% | | 65% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 15% | 10% | - | 5% | 22% | - | - | * | - | * | - | 25% | 16% | 15% | - |
| | 2019 | 38% | 32% | 24% | 21% | - | 13% | 57% | - | - | - | - | - | - | 0% | | 20% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 2% | - | 0% | 6% | - | - | * | - | * | - | 0% | 7% | 1% | - |
| | 2019 | 14% | 10% | 11% | 9% | - | 3% | 36% | - | - | - | - | - | - | 0% | | 9% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 76% | 99% | 100% | - | - | - | * | 93% | 100% | 99% | 95% | 98% | 100% |
| Included in Accountability | 83% | 88% | 90% | 76% | 91% | 100% | - | - | - | * | 87% | 100% | 96% | 70% | 90% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 0% | 6% | 0% | - | - | - | * | 7% | 0% | 3% | 18% | 7% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | - | - | * | 0% | 0% | 1% | 6% | 2% | 3% |
| Not Tested | 12% | 6% | 2% | 24% | 1% | 0% | - | - | - | * | 7% | 0% | 1% | 5% | 2% | 0% |
| Absent | 2% | 2% | 1% | 10% | 1% | 0% | - | - | - | * | 7% | 0% | 1% | 3% | 1% | 0% |
| Other | 10% | 4% | 0% | 14% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 2% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 100% | 94% | 79% | - | - | - | - | 100% | 100% | 97% | 79% | 93% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 0% | 5% | 21% | - | - | - | - | 0% | 0% | 2% | 18% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 0% | 3% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.7% | 96.5% | 98.8% | 98.4% | - | - | - | * | 98.5% | 98.6% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 96.3% | 93.3% | 96.4% | 97.2% | - | - | - | * | 96.2% | 96.2% | 97.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.6% | 8.7% | 4.5% | 0.0% | - | - | - | * | 7.6% | 5.2% | 2.4% |
| 2018-19 | 11.4% | 15.3% | 9.1% | 20.0% | 8.8% | 8.3% | - | - | - | * | 5.4% | 8.8% | 5.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 778 | 100.0% | 50,547 | 5,359,040 | 778 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 8 | 1.0% | 0.3% | 0.3% | 8 | 1.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 74 | 9.5% | 3.8% | 3.7% | 74 | 9.5% | 3.7% | 3.7% |
| Kindergarten | 127 | 16.3% | 6.4% | 6.7% | 127 | 16.3% | 6.4% | 6.7% |
| Grade 1 | 140 | 18.0% | 6.8% | 7.1% | 140 | 18.0% | 6.8% | 7.1% |
| Grade 2 | 154 | 19.8% | 6.7% | 7.1% | 154 | 19.8% | 6.7% | 7.1% |
| Grade 3 | 133 | 17.1% | 6.9% | 7.1% | 133 | 17.1% | 6.9% | 7.1% |
| Grade 4 | 142 | 18.3% | 7.1% | 7.2% | 142 | 18.3% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 30 | 3.9% | 7.7% | 12.7% | 30 | 3.9% | 7.7% | 12.7% |
| Hispanic | 722 | 92.8% | 83.2% | 52.9% | 722 | 92.8% | 83.2% | 52.9% |
| White | 26 | 3.3% | 5.3% | 26.5% | 26 | 3.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 369 | 47.4% | 48.5% | 48.9% | 369 | 47.4% | 48.5% | 48.9% |
| Male | 409 | 52.6% | 51.5% | 51.1% | 409 | 52.6% | 51.5% | 51.1% |
| Economically Disadvantaged | 698 | 89.7% | 83.8% | 60.3% | 698 | 89.7% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 80 | 10.3% | 16.2% | 39.7% | 80 | 10.3% | 16.3% | 39.8% |
| Section 504 Students | 27 | 3.5% | 5.8% | 7.2% | 27 | 3.5% | 5.7% | 7.2% |
| EB Students/EL | 491 | 63.1% | 30.0% | 20.7% | 491 | 63.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 26 | 3.3% | 4.6% | 4.5% | 26 | 3.3% | 4.6% | 4.5% |
| Foster Care | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 2 | 0.3% | 0.8% | 1.1% | 2 | 0.3% | 0.8% | 1.1% |
| Immigrant | 47 | 6.0% | 2.8% | 2.0% | 47 | 6.0% | 2.8% | 2.0% |
| Migrant | 2 | 0.3% | 0.2% | 0.3% | 2 | 0.3% | 0.2% | 0.3% |
| Title I | 778 | 100.0% | 68.6% | 64.5% | 778 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.1% | 0.4% | 2.7% | 1 | 0.1% | 0.4% | 2.7% |
| At-Risk | 617 | 79.3% | 58.7% | 49.2% | 617 | 79.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 514 | 66.1% | 28.1% | 21.0% | 514 | 66.1% | 28.0% | 20.9% |
| Gifted and Talented Education | 43 | 5.5% | 5.6% | 8.3% | 43 | 5.5% | 5.6% | 8.3% |
| Special Education | 71 | 9.1% | 11.9% | 11.1% | 71 | 9.1% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 71 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 23 | 32.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 20 | 28.2% | 18.2% | 21.3% | | | | |
| Students with Autism | 18 | 25.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 109 | 16.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 8 | 1.2% | 2.2% | 2.8% | | | | |
| Hispanic | 96 | 14.1% | 10.6% | 7.1% | | | | |
| White | 5 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 10 | 12.3% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 61 | 14.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 104 | 17.0% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 127 | 18.3% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 2.8% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 0.9% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 1.5% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 19.3 | 17.4 | 17.7 |
| Grade 1 | 17.4 | 17.9 | 18.0 |
| Grade 2 | 17.4 | 16.4 | 18.0 |
| Grade 3 | 16.0 | 17.4 | 18.2 |
| Grade 4 | 16.4 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 90.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 70.4 | 78.1% | 58.7% | 64.3% |
| Teachers | 58.5 | 64.8% | 45.1% | 49.6% |
| Professional Support | 8.9 | 9.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.3% | 2.3% | 3.0% |
| Educational Aides: | 19.8 | 21.9% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 75.5 | 83.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 9.9% | 11.1% |
| Hispanic | 47.0 | 80.4% | 38.0% | 28.4% |
| White | 11.5 | 19.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 6.0 | 10.3% | 24.8% | 23.8% |
| Females | 52.5 | 89.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 47.4 | 81.0% | 75.9% | 73.0% |
| Masters | 11.0 | 18.8% | 22.3% | 25.0% |
| Doctorate | 0.1 | 0.2% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 3.4% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.0 | 20.5% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.4 | 24.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 23.1 | 39.5% | 28.3% | 29.1% |
| 21-30 Years Experience | 7.0 | 12.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 15.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 9.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 10.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 10.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$55,905 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,604 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$59,130 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$64,724 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,152 | \$60,082 | \$57,641 |
| Professional Support | \$63,470 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,094 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 26.9 | 46.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 26.6 | 45.5% | 63.3% | 71.0% |
| Special Education | 5.0 | 8.5% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
POMEROY EL (101917113) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: RED BLUFF EL

Campus Number: 101917114

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 82% | * | 83% | * | - | - | - | - | 69% | * | 85% | 50% | 80% | 86% |
| | 2019 | 76% | 80% | 94% | - | 94% | * | - | - | - | - | 83% | * | 95% | 86% | 94% | 97% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 29% | * | 30% | * | - | - | - | - | 31% | * | 28% | 33% | 28% | 21% |
| | 2019 | 45% | 42% | 59% | - | 60% | * | - | - | - | - | 33% | * | 61% | 43% | 61% | 70% |
| At Masters Grade Level | 2021 | 19% | 12% | 12% | * | 13% | * | - | - | - | - | 13% | * | 12% | 17% | 13% | 7% |
| | 2019 | 27% | 23% | 30% | - | 29% | * | - | - | - | - | 33% | * | 32% | 14% | 31% | 35% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 78% | * | 79% | * | - | - | - | - | 63% | * | 79% | 67% | 75% | 82% |
| | 2019 | 79% | 78% | 96% | - | 95% | * | - | - | - | - | 100% | * | 97% | 86% | 97% | 97% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 40% | * | 40% | * | - | - | - | - | 31% | * | 37% | 67% | 39% | 39% |
| | 2019 | 49% | 41% | 57% | - | 54% | * | - | - | - | - | 50% | * | 60% | 29% | 56% | 65% |
| At Masters Grade Level | 2021 | 14% | 6% | 19% | * | 20% | * | - | - | - | - | 13% | * | 18% | 33% | 20% | 14% |
| | 2019 | 25% | 17% | 36% | - | 34% | * | - | - | - | - | 17% | * | 37% | 29% | 36% | 43% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 55% | * | 54% | * | - | - | - | - | 27% | * | 53% | 63% | 52% | 42% |
| | 2019 | 75% | 77% | 80% | - | 79% | 88% | - | - | - | - | 55% | * | 76% | 100% | 80% | 69% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 24% | * | 22% | * | - | - | - | - | 20% | * | 23% | 25% | 21% | 11% |
| | 2019 | 44% | 41% | 54% | - | 55% | 50% | - | - | - | - | 27% | * | 48% | 86% | 54% | 38% |
| At Masters Grade Level | 2021 | 17% | 8% | 7% | * | 5% | * | - | - | - | - | 0% | * | 5% | 13% | 5% | 0% |
| | 2019 | 22% | 17% | 22% | - | 22% | 25% | - | - | - | - | 27% | * | 18% | 43% | 22% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 49% | * | 48% | * | - | - | - | - | 33% | * | 48% | 56% | 50% | 47% |
| | 2019 | 75% | 75% | 82% | - | 83% | 75% | - | - | - | - | 55% | * | 82% | 86% | 83% | 81% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 20% | * | 20% | * | - | - | - | - | 20% | * | 21% | 19% | 20% | 16% |
| | 2019 | 48% | 40% | 46% | - | 48% | 25% | - | - | - | - | 18% | * | 46% | 43% | 46% | 55% |
| At Masters Grade Level | 2021 | 21% | 10% | 10% | * | 9% | * | - | - | - | - | 7% | * | 10% | 13% | 9% | 4% |
| | 2019 | 28% | 18% | 19% | - | 19% | 13% | - | - | - | - | 18% | * | 15% | 36% | 18% | 14% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 38% | * | 36% | * | - | - | - | - | 13% | * | 33% | 63% | 35% | 24% |
| | 2019 | 67% | 66% | 73% | - | 74% | 63% | - | - | - | - | 27% | * | 74% | 71% | 73% | 74% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 11% | * | 9% | * | - | - | - | - | 13% | * | 11% | 13% | 9% | 4% |
| | 2019 | 35% | 30% | 34% | - | 33% | 38% | - | - | - | - | 27% | * | 29% | 57% | 33% | 31% |
| At Masters Grade Level | 2021 | 8% | 4% | 2% | * | 2% | * | - | - | - | - | 0% | * | 3% | 0% | 1% | 0% |
| | 2019 | 11% | 8% | 5% | - | 5% | 0% | - | - | - | - | 0% | * | 3% | 14% | 5% | 2% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 59% | 69% | 58% | 80% | - | - | - | - | 42% | 70% | 59% | 60% | 57% | 51% |
| | 2019 | 78% | 76% | 84% | - | 85% | 81% | - | - | - | - | 58% | 93% | 84% | 86% | 85% | 83% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 38% | 24% | 20% | - | - | - | - | 23% | 20% | 24% | 25% | 22% | 16% |
| | 2019 | 50% | 45% | 49% | - | 49% | 47% | - | - | - | - | 29% | 57% | 48% | 55% | 49% | 51% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 23% | 9% | 0% | - | - | - | - | 6% | 0% | 9% | 12% | 9% | 4% |
| | 2019 | 24% | 18% | 22% | - | 21% | 25% | - | - | - | - | 18% | 14% | 20% | 29% | 21% | 22% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 67% | 80% | 67% | * | - | - | - | - | 48% | * | 69% | 59% | 64% | 59% |
| | 2019 | 75% | 72% | 86% | - | 86% | 92% | - | - | - | - | 65% | 80% | 85% | 95% | 86% | 82% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 40% | 26% | * | - | - | - | - | 26% | * | 26% | 27% | 24% | 15% |
| | 2019 | 48% | 42% | 56% | - | 57% | 50% | - | - | - | - | 29% | 60% | 54% | 71% | 57% | 53% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 40% | 8% | * | - | - | - | - | 6% | * | 9% | 14% | 8% | 3% |
| | 2019 | 21% | 15% | 26% | - | 25% | 33% | - | - | - | - | 29% | 0% | 25% | 33% | 26% | 25% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 62% | 60% | 62% | * | - | - | - | - | 48% | * | 63% | 59% | 61% | 60% |
| | 2019 | 82% | 82% | 88% | - | 89% | 83% | - | - | - | - | 71% | 100% | 89% | 86% | 89% | 89% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 29% | 20% | 29% | * | - | - | - | - | 26% | * | 29% | 32% | 28% | 25% |
| | 2019 | 52% | 47% | 51% | - | 51% | 50% | - | - | - | - | 29% | 80% | 53% | 38% | 51% | 59% |
| At Masters Grade Level | 2021 | 18% | 11% | 14% | 20% | 14% | * | - | - | - | - | 10% | * | 14% | 18% | 14% | 8% |
| | 2019 | 26% | 21% | 27% | - | 26% | 33% | - | - | - | - | 18% | 40% | 26% | 33% | 26% | 28% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 38% | * | 36% | * | - | - | - | - | 13% | * | 33% | 63% | 35% | 24% |
| | 2019 | 68% | 66% | 73% | - | 74% | 63% | - | - | - | - | 27% | * | 74% | 71% | 73% | 74% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 11% | * | 9% | * | - | - | - | - | 13% | * | 11% | 13% | 9% | 4% |
| | 2019 | 38% | 32% | 34% | - | 33% | 38% | - | - | - | - | 27% | * | 29% | 57% | 33% | 31% |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | * | 2% | * | - | - | - | - | 0% | * | 3% | 0% | 1% | 0% |
| | 2019 | 14% | 10% | 5% | - | 5% | 0% | - | - | - | - | 0% | * | 3% | 14% | 5% | 2% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 84 | - | 85 | 69 | - | - | - | - | 72 | * | 82 | 88 | 83 | 83 |
| | 2018 | 63 | 61 | 66 | * | 67 | * | - | - | - | - | 68 | * | 61 | 79 | 66 | 66 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 58 | - | 61 | 31 | - | - | - | - | 45 | * | 56 | 68 | 57 | 61 |
| | 2018 | 65 | 61 | 62 | * | 62 | * | - | - | - | - | 70 | * | 59 | 71 | 60 | 48 |
| All Grades Both Subjects | 2019 | 69 | 69 | 69 | - | 72 | 50 | - | - | - | - | 58 | 83 | 68 | 78 | 69 | 70 |
| | 2018 | 69 | 68 | 63 | * | 64 | * | - | - | - | - | 69 | * | 60 | 75 | 63 | 54 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 84 | - | 85 | 69 | - | - | - | - | 72 | * | 82 | 88 | 83 | 83 |
| | 2018 | 69 | 68 | 66 | * | 67 | * | - | - | - | - | 68 | * | 61 | 79 | 66 | 66 |
| All Grades Mathematics | 2019 | 70 | 70 | 58 | - | 61 | 31 | - | - | - | - | 45 | * | 56 | 68 | 57 | 61 |
| | 2018 | 70 | 69 | 62 | * | 62 | * | - | - | - | - | 70 | * | 59 | 71 | 60 | 48 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 59% | 50% | - | 50% | - | - | - | - | - | - | - | 62% | 66% | 51% | - |
| | 2019 | 78% | 76% | 84% | 85% | - | 85% | - | - | - | - | - | - | - | 68% | | 83% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 14% | - | 14% | - | - | - | - | - | - | - | 38% | 31% | 16% | - |
| | 2019 | 50% | 45% | 49% | 52% | - | 52% | - | - | - | - | - | - | - | 40% | | 51% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 4% | - | 4% | - | - | - | - | - | - | - | 5% | 14% | 4% | - |
| | 2019 | 24% | 18% | 22% | 22% | - | 22% | - | - | - | - | - | - | - | 4% | | 20% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 67% | 57% | - | 57% | - | - | - | - | - | - | - | 75% | 74% | 59% | - |
| | 2019 | 75% | 72% | 86% | 82% | - | 82% | - | - | - | - | - | - | - | 80% | | 82% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 12% | - | 12% | - | - | - | - | - | - | - | 38% | 35% | 15% | - |
| | 2019 | 48% | 42% | 56% | 54% | - | 54% | - | - | - | - | - | - | - | 40% | | 52% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 3% | - | 3% | - | - | - | - | - | - | - | 0% | 15% | 3% | - |
| | 2019 | 21% | 15% | 26% | 25% | - | 25% | - | - | - | - | - | - | - | 10% | | 23% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 62% | 60% | - | 60% | - | - | - | - | - | - | - | 63% | 64% | 60% | - |
| | 2019 | 82% | 82% | 88% | 91% | - | 91% | - | - | - | - | - | - | - | 70% | | 88% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 29% | 22% | - | 22% | - | - | - | - | - | - | - | 50% | 33% | 25% | - |
| | 2019 | 52% | 47% | 51% | 63% | - | 63% | - | - | - | - | - | - | - | 40% | | 60% | |
| At Masters Grade Level | 2021 | 18% | 11% | 14% | 8% | - | 8% | - | - | - | - | - | - | - | 13% | 19% | 8% | - |
| | 2019 | 26% | 21% | 27% | 31% | - | 31% | - | - | - | - | - | - | - | 0% | | 27% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 38% | 23% | - | 23% | - | - | - | - | - | - | - | 40% | 52% | 24% | - |
| | 2019 | 68% | 66% | 73% | 80% | - | 80% | - | - | - | - | - | - | - | 40% | | 75% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 11% | 3% | - | 3% | - | - | - | - | - | - | - | 20% | 18% | 4% | - |
| | 2019 | 38% | 32% | 34% | 29% | - | 29% | - | - | - | - | - | - | - | 40% | | 30% | |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | 5% | 0% | - |
| | 2019 | 14% | 10% | 5% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 92% | 100% | 92% | 100% | - | - | - | - | 94% | 83% | 96% | 75% | 92% | 88% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 0% | 3% | 0% | - | - | - | - | 0% | 0% | 2% | 8% | 3% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 5% | 0% | - | - | - | - | 6% | 17% | 2% | 18% | 5% | 10% |
| Not Tested | 12% | 6% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | - | 99% | 100% | - | - | - | * | 100% | 100% | 99% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 92% | - | 93% | 91% | - | - | - | * | 78% | 100% | 96% | 74% | 94% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | - | 4% | 9% | - | - | - | * | 14% | 0% | 2% | 20% | 3% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | - | 3% | 0% | - | - | - | * | 9% | 0% | 1% | 7% | 2% | 2% |
| Not Tested | 1% | 1% | 0% | - | 1% | 0% | - | - | - | * | 0% | 0% | 1% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | - | 1% | 0% | - | - | - | * | 0% | 0% | 1% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | - | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | 100.0% | 99.0% | 94.3% | - | - | - | - | 99.1% | 98.9% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 96.4% | * | 96.5% | 94.9% | - | - | - | * | 95.6% | 96.4% | 96.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.9% | 0.0% | 3.9% | 31.3% | - | - | - | - | 5.9% | 4.9% | 1.3% |
| 2018-19 | 11.4% | 15.3% | 5.6% | 0.0% | 5.2% | 15.0% | - | - | - | * | 9.8% | 5.2% | 4.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 481 | 100.0% | 50,547 | 5,359,040 | 481 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 63 | 13.1% | 3.8% | 3.7% | 63 | 13.1% | 3.7% | 3.7% |
| Kindergarten | 74 | 15.4% | 6.4% | 6.7% | 74 | 15.4% | 6.4% | 6.7% |
| Grade 1 | 85 | 17.7% | 6.8% | 7.1% | 85 | 17.7% | 6.8% | 7.1% |
| Grade 2 | 79 | 16.4% | 6.7% | 7.1% | 79 | 16.4% | 6.7% | 7.1% |
| Grade 3 | 86 | 17.9% | 6.9% | 7.1% | 86 | 17.9% | 6.9% | 7.1% |
| Grade 4 | 94 | 19.5% | 7.1% | 7.2% | 94 | 19.5% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 8 | 1.7% | 7.7% | 12.7% | 8 | 1.7% | 7.7% | 12.7% |
| Hispanic | 454 | 94.4% | 83.2% | 52.9% | 454 | 94.4% | 83.2% | 52.9% |
| White | 18 | 3.7% | 5.3% | 26.5% | 18 | 3.7% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 230 | 47.8% | 48.5% | 48.9% | 230 | 47.8% | 48.5% | 48.9% |
| Male | 251 | 52.2% | 51.5% | 51.1% | 251 | 52.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 446 | 92.7% | 83.8% | 60.3% | 446 | 92.7% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 35 | 7.3% | 16.2% | 39.7% | 35 | 7.3% | 16.3% | 39.8% |
| Section 504 Students | 13 | 2.7% | 5.8% | 7.2% | 13 | 2.7% | 5.7% | 7.2% |
| EB Students/EL | 204 | 42.4% | 30.0% | 20.7% | 204 | 42.4% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 24 | 5.0% | 4.6% | 4.5% | 24 | 5.0% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 0.2% | 0.8% | 1.1% | 1 | 0.2% | 0.8% | 1.1% |
| Immigrant | 11 | 2.3% | 2.8% | 2.0% | 11 | 2.3% | 2.8% | 2.0% |
| Migrant | 2 | 0.4% | 0.2% | 0.3% | 2 | 0.4% | 0.2% | 0.3% |
| Title I | 481 | 100.0% | 68.6% | 64.5% | 481 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 303 | 63.0% | 58.7% | 49.2% | 303 | 63.0% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 174 | 36.2% | 28.1% | 21.0% | 174 | 36.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 15 | 3.1% | 5.6% | 8.3% | 15 | 3.1% | 5.6% | 8.3% |
| Special Education | 69 | 14.3% | 11.9% | 11.1% | 69 | 14.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 69 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 23 | 33.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 28 | 40.6% | 18.2% | 21.3% | | | | |
| Students with Autism | 13 | 18.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 55 | 14.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 4 | 1.0% | 2.2% | 2.8% | | | | |
| Hispanic | 44 | 11.3% | 10.6% | 7.1% | | | | |
| White | 7 | 1.8% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 16.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 11 | 6.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 53 | 15.1% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 67 | 15.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 9.9% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 4.3% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 16.0 | 17.4 | 17.7 |
| Grade 1 | 20.0 | 17.9 | 18.0 |
| Grade 2 | 16.7 | 16.4 | 18.0 |
| Grade 3 | 18.7 | 17.4 | 18.2 |
| Grade 4 | 16.3 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 60.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 45.4 | 74.9% | 58.7% | 64.3% |
| Teachers | 37.2 | 61.5% | 45.1% | 49.6% |
| Professional Support | 6.1 | 10.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.3% | 2.3% | 3.0% |
| Educational Aides: | 15.2 | 25.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 37.3 | 61.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 10.7% | 9.9% | 11.1% |
| Hispanic | 15.0 | 40.3% | 38.0% | 28.4% |
| White | 18.2 | 49.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 5.0 | 13.4% | 24.8% | 23.8% |
| Females | 32.2 | 86.6% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 33.0 | 88.6% | 75.9% | 73.0% |
| Masters | 3.3 | 9.0% | 22.3% | 25.0% |
| Doctorate | 0.9 | 2.4% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 8.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 13.0 | 34.9% | 30.1% | 27.8% |
| 6-10 Years Experience | 4.3 | 11.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 10.9 | 29.3% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 16.1% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 11.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 11.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.4 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 10.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,265 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,419 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,708 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$55,927 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,519 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,782 | \$60,082 | \$57,641 |
| Professional Support | \$63,945 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$101,155 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 13.7 | 36.9% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 20.7 | 55.7% | 63.3% | 71.0% |
| Special Education | 2.8 | 7.4% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
RED BLUFF EL (101917114) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: RICHEY EL

Campus Number: 101917115

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 54% | * | 54% | * | - | - | - | * | 33% | * | 56% | 44% | 55% | 54% |
| | 2019 | 76% | 80% | 73% | 60% | 74% | 60% | - | - | - | - | 27% | * | 75% | 44% | 73% | 75% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 22% | * | 22% | * | - | - | - | * | 17% | * | 21% | 22% | 22% | 18% |
| | 2019 | 45% | 42% | 35% | 0% | 38% | 0% | - | - | - | - | 18% | * | 35% | 33% | 33% | 43% |
| At Masters Grade Level | 2021 | 19% | 12% | 10% | * | 11% | * | - | - | - | * | 0% | * | 11% | 0% | 10% | 10% |
| | 2019 | 27% | 23% | 17% | 0% | 19% | 0% | - | - | - | - | 0% | * | 18% | 11% | 17% | 23% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 51% | * | 53% | * | - | - | - | * | 33% | * | 51% | 44% | 50% | 48% |
| | 2019 | 79% | 78% | 64% | 40% | 66% | 40% | - | - | - | - | 36% | * | 66% | 33% | 63% | 67% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 13% | * | 13% | * | - | - | - | * | 17% | * | 14% | 0% | 13% | 12% |
| | 2019 | 49% | 41% | 22% | 0% | 22% | 40% | - | - | - | - | 18% | * | 22% | 22% | 20% | 27% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | * | 1% | * | - | - | - | * | 0% | * | 1% | 0% | 1% | 0% |
| | 2019 | 25% | 17% | 11% | 0% | 11% | 20% | - | - | - | - | 9% | * | 11% | 11% | 9% | 14% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 47% | - | 47% | - | - | - | - | - | 17% | * | 54% | 21% | 47% | 48% |
| | 2019 | 75% | 77% | 64% | * | 67% | * | - | * | - | * | 33% | * | 66% | 56% | 63% | 69% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 18% | - | 18% | - | - | - | - | - | 0% | * | 21% | 5% | 17% | 16% |
| | 2019 | 44% | 41% | 30% | * | 32% | * | - | * | - | * | 28% | * | 32% | 17% | 29% | 29% |
| At Masters Grade Level | 2021 | 17% | 8% | 2% | - | 2% | - | - | - | - | - | 0% | * | 3% | 0% | 2% | 3% |
| | 2019 | 22% | 17% | 12% | * | 13% | * | - | * | - | * | 0% | * | 14% | 6% | 13% | 13% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 41% | - | 41% | - | - | - | - | - | 15% | * | 42% | 37% | 40% | 43% |
| | 2019 | 75% | 75% | 70% | * | 70% | * | - | * | - | * | 50% | * | 71% | 67% | 70% | 73% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 12% | - | 12% | - | - | - | - | - | 0% | * | 15% | 0% | 11% | 15% |
| | 2019 | 48% | 40% | 26% | * | 27% | * | - | * | - | * | 28% | * | 29% | 11% | 26% | 26% |
| At Masters Grade Level | 2021 | 21% | 10% | 2% | - | 2% | - | - | - | - | - | 0% | * | 3% | 0% | 2% | 3% |
| | 2019 | 28% | 18% | 7% | * | 8% | * | - | * | - | * | 6% | * | 9% | 0% | 7% | 8% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 36% | - | 36% | - | - | - | - | - | 0% | * | 40% | 21% | 37% | 34% |
| | 2019 | 67% | 66% | 65% | * | 64% | * | - | * | - | * | 39% | * | 66% | 56% | 63% | 65% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 13% | - | 13% | - | - | - | - | - | 0% | * | 15% | 5% | 14% | 13% |
| | 2019 | 35% | 30% | 26% | * | 28% | * | - | * | - | * | 22% | * | 28% | 17% | 25% | 28% |
| At Masters Grade Level | 2021 | 8% | 4% | 1% | - | 1% | - | - | - | - | - | 0% | * | 1% | 0% | 1% | 2% |
| | 2019 | 11% | 8% | 7% | * | 7% | * | - | * | - | * | 0% | * | 7% | 6% | 7% | 10% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | * | 46% | * | - | - | - | * | 16% | 78% | 48% | 31% | 45% | 45% |
| | 2019 | 78% | 76% | 67% | 47% | 68% | 56% | - | * | - | * | 38% | 90% | 69% | 54% | 66% | 70% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 15% | * | 16% | * | - | - | - | * | 4% | 22% | 17% | 5% | 15% | 15% |
| | 2019 | 50% | 45% | 28% | 5% | 29% | 13% | - | * | - | * | 24% | 50% | 29% | 18% | 27% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 3% | * | 3% | * | - | - | - | * | 0% | 0% | 4% | 0% | 3% | 4% |
| | 2019 | 24% | 18% | 11% | 0% | 12% | 6% | - | * | - | * | 3% | 20% | 12% | 6% | 11% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | * | 50% | * | - | - | - | * | 22% | * | 55% | 29% | 51% | 50% |
| | 2019 | 75% | 72% | 69% | 50% | 71% | 43% | - | * | - | * | 31% | * | 71% | 52% | 68% | 72% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | * | 20% | * | - | - | - | * | 6% | * | 21% | 11% | 20% | 17% |
| | 2019 | 48% | 42% | 32% | 0% | 35% | 0% | - | * | - | * | 24% | * | 33% | 22% | 31% | 36% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | * | 6% | * | - | - | - | * | 0% | * | 7% | 0% | 6% | 6% |
| | 2019 | 21% | 15% | 15% | 0% | 16% | 0% | - | * | - | * | 0% | * | 16% | 7% | 15% | 18% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 45% | * | 46% | * | - | - | - | * | 21% | * | 46% | 39% | 45% | 45% |
| | 2019 | 82% | 82% | 67% | 38% | 68% | 57% | - | * | - | * | 45% | * | 68% | 56% | 66% | 70% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 12% | * | 13% | * | - | - | - | * | 5% | * | 15% | 0% | 12% | 14% |
| | 2019 | 52% | 47% | 24% | 13% | 25% | 29% | - | * | - | * | 24% | * | 25% | 15% | 23% | 27% |
| At Masters Grade Level | 2021 | 18% | 11% | 2% | * | 2% | * | - | - | - | * | 0% | * | 2% | 0% | 2% | 2% |
| | 2019 | 26% | 21% | 9% | 0% | 10% | 14% | - | * | - | * | 7% | * | 10% | 4% | 8% | 11% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 36% | - | 36% | - | - | - | - | - | 0% | * | 40% | 21% | 37% | 34% |
| | 2019 | 68% | 66% | 65% | * | 64% | * | - | * | - | * | 39% | * | 66% | 56% | 63% | 65% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 13% | - | 13% | - | - | - | - | - | 0% | * | 15% | 5% | 14% | 13% |
| | 2019 | 38% | 32% | 26% | * | 28% | * | - | * | - | * | 22% | * | 28% | 17% | 25% | 28% |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | - | 1% | - | - | - | - | - | 0% | * | 1% | 0% | 1% | 2% |
| | 2019 | 14% | 10% | 7% | * | 7% | * | - | * | - | * | 0% | * | 7% | 6% | 7% | 10% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 44 | * | 47 | * | - | * | - | * | 32 | - | 45 | 41 | 43 | 48 |
| | 2018 | 63 | 61 | 50 | 58 | 50 | * | - | - | - | - | - | * | 43 | 61 | 51 | 50 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 53 | * | 54 | * | - | * | - | * | 59 | * | 56 | 38 | 54 | 56 |
| | 2018 | 65 | 61 | 65 | 50 | 66 | * | - | - | - | - | * | * | 67 | 58 | 64 | 66 |
| All Grades Both Subjects | 2019 | 69 | 69 | 49 | 17 | 51 | * | - | * | - | * | 47 | * | 52 | 40 | 50 | 53 |
| | 2018 | 69 | 68 | 60 | 54 | 61 | * | - | - | - | - | * | * | 60 | 59 | 60 | 64 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 44 | * | 47 | * | - | * | - | * | 32 | - | 45 | 41 | 43 | 48 |
| | 2018 | 69 | 68 | 50 | 58 | 50 | * | - | - | - | - | - | * | 43 | 61 | 51 | 50 |
| All Grades Mathematics | 2019 | 70 | 70 | 53 | * | 54 | * | - | * | - | * | 59 | * | 56 | 38 | 54 | 56 |
| | 2018 | 70 | 69 | 65 | 50 | 66 | * | - | - | - | - | * | * | 67 | 58 | 64 | 66 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | 45% | - | 45% | - | * | - | - | - | - | - | 38% | 46% | 45% | - |
| | 2019 | 78% | 76% | 67% | 69% | - | 69% | - | - | - | - | - | - | - | 60% | | 69% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 15% | 14% | - | 15% | - | * | - | - | - | - | - | 23% | 16% | 15% | - |
| | 2019 | 50% | 45% | 28% | 30% | - | 30% | - | - | - | - | - | - | - | 13% | | 29% | |
| At Masters Grade Level | 2021 | 18% | 12% | 3% | 4% | - | 4% | - | * | - | - | - | - | - | 0% | 3% | 4% | - |
| | 2019 | 24% | 18% | 11% | 14% | - | 14% | - | - | - | - | - | - | - | 0% | | 14% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 50% | - | 50% | - | * | - | - | - | - | - | 60% | 50% | 50% | - |
| | 2019 | 75% | 72% | 69% | 71% | - | 71% | - | - | - | - | - | - | - | 67% | | 71% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 17% | - | 17% | - | * | - | - | - | - | - | 20% | 24% | 17% | - |
| | 2019 | 48% | 42% | 32% | 35% | - | 35% | - | - | - | - | - | - | - | 33% | | 35% | |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 7% | - | 7% | - | * | - | - | - | - | - | 0% | 5% | 6% | - |
| | 2019 | 21% | 15% | 15% | 19% | - | 19% | - | - | - | - | - | - | - | 0% | | 18% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 45% | 46% | - | 46% | - | * | - | - | - | - | - | 20% | 46% | 45% | - |
| | 2019 | 82% | 82% | 67% | 69% | - | 69% | - | - | - | - | - | - | - | 67% | | 69% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 12% | 13% | - | 13% | - | * | - | - | - | - | - | 20% | 10% | 14% | - |
| | 2019 | 52% | 47% | 24% | 26% | - | 26% | - | - | - | - | - | - | - | 0% | | 25% | |
| At Masters Grade Level | 2021 | 18% | 11% | 2% | 2% | - | 2% | - | * | - | - | - | - | - | 0% | 2% | 2% | - |
| | 2019 | 26% | 21% | 9% | 12% | - | 12% | - | - | - | - | - | - | - | 0% | | 11% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 36% | 34% | - | 35% | - | * | - | - | - | - | - | * | 40% | 34% | - |
| | 2019 | 68% | 66% | 65% | 67% | - | 67% | - | - | - | - | - | - | - | * | | 65% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 13% | 12% | - | 12% | - | * | - | - | - | - | - | * | 13% | 13% | - |
| | 2019 | 38% | 32% | 26% | 28% | - | 28% | - | - | - | - | - | - | - | * | | 26% | |
| At Masters Grade Level | 2021 | 9% | 4% | 1% | 2% | - | 2% | - | * | - | - | - | - | - | * | 0% | 2% | - |
| | 2019 | 14% | 10% | 7% | 10% | - | 10% | - | - | - | - | - | - | - | * | | 10% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | * | 100% | * | - | - | - | * | 96% | 100% | 99% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 91% | * | 92% | * | - | - | - | * | 91% | 100% | 96% | 74% | 93% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | * | 6% | * | - | - | - | * | 4% | 0% | 3% | 21% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | * | 2% | * | - | - | - | * | 2% | 0% | 1% | 5% | 2% | 3% |
| Not Tested | 12% | 6% | 0% | * | 0% | * | - | - | - | * | 4% | 0% | 1% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | * | 0% | * | - | - | - | * | 4% | 0% | 1% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | * | 0% | * | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 100% | 94% | 100% | - | * | - | * | 96% | 71% | 97% | 76% | 95% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 0% | 5% | 0% | - | * | - | * | 4% | 29% | 3% | 16% | 3% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | * | - | * | 0% | 0% | 0% | 8% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | 95.1% | 99.0% | 98.4% | - | * | - | - | 98.8% | 98.9% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 96.4% | 93.4% | 96.6% | 95.3% | * | * | - | - | 95.4% | 96.4% | 97.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.3% | 14.3% | 2.8% | 10.0% | - | * | - | - | 1.6% | 2.9% | 2.5% |
| 2018-19 | 11.4% | 15.3% | 9.2% | 36.8% | 8.0% | 15.8% | - | * | - | - | 18.6% | 9.4% | 5.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 551 | 100.0% | 50,547 | 5,359,040 | 551 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 4 | 0.7% | 0.3% | 0.3% | 4 | 0.7% | 0.3% | 0.4% |
| Pre-Kindergarten | 62 | 11.3% | 3.8% | 3.7% | 62 | 11.3% | 3.7% | 3.7% |
| Kindergarten | 90 | 16.3% | 6.4% | 6.7% | 90 | 16.3% | 6.4% | 6.7% |
| Grade 1 | 97 | 17.6% | 6.8% | 7.1% | 97 | 17.6% | 6.8% | 7.1% |
| Grade 2 | 104 | 18.9% | 6.7% | 7.1% | 104 | 18.9% | 6.7% | 7.1% |
| Grade 3 | 93 | 16.9% | 6.9% | 7.1% | 93 | 16.9% | 6.9% | 7.1% |
| Grade 4 | 101 | 18.3% | 7.1% | 7.2% | 101 | 18.3% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 6 | 1.1% | 7.7% | 12.7% | 6 | 1.1% | 7.7% | 12.7% |
| Hispanic | 535 | 97.1% | 83.2% | 52.9% | 535 | 97.1% | 83.2% | 52.9% |
| White | 8 | 1.5% | 5.3% | 26.5% | 8 | 1.5% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 1 | 0.2% | 3.0% | 4.7% | 1 | 0.2% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 291 | 52.8% | 48.5% | 48.9% | 291 | 52.8% | 48.5% | 48.9% |
| Male | 260 | 47.2% | 51.5% | 51.1% | 260 | 47.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 513 | 93.1% | 83.8% | 60.3% | 513 | 93.1% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 38 | 6.9% | 16.2% | 39.7% | 38 | 6.9% | 16.3% | 39.8% |
| Section 504 Students | 11 | 2.0% | 5.8% | 7.2% | 11 | 2.0% | 5.7% | 7.2% |
| EB Students/EL | 343 | 62.3% | 30.0% | 20.7% | 343 | 62.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 18 | 3.3% | 4.6% | 4.5% | 18 | 3.3% | 4.6% | 4.5% |
| Foster Care | 4 | 0.7% | 0.1% | 0.3% | 4 | 0.7% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 3 | 0.5% | 0.8% | 1.1% | 3 | 0.5% | 0.8% | 1.1% |
| Immigrant | 49 | 8.9% | 2.8% | 2.0% | 49 | 8.9% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 551 | 100.0% | 68.6% | 64.5% | 551 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.4% | 0.4% | 2.7% | 2 | 0.4% | 0.4% | 2.7% |
| At-Risk | 418 | 75.9% | 58.7% | 49.2% | 418 | 75.9% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 324 | 58.8% | 28.1% | 21.0% | 324 | 58.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 17 | 3.1% | 5.6% | 8.3% | 17 | 3.1% | 5.6% | 8.3% |
| Special Education | 61 | 11.1% | 11.9% | 11.1% | 61 | 11.1% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 61 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 26 | 42.6% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 20 | 32.8% | 18.2% | 21.3% | | | | |
| Students with Autism | * | * | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 7 | 11.5% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | ** | ** | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 78 | 15.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 9 | 1.8% | 2.2% | 2.8% | | | | |
| Hispanic | 66 | 13.4% | 10.6% | 7.1% | | | | |
| White | 3 | 0.6% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 8.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 41 | 12.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 70 | 15.3% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 137 | 26.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.1% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 13.2% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 12.4% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 7.3% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 2.3% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.2 | 17.4 | 17.7 |
| Grade 1 | 13.7 | 17.9 | 18.0 |
| Grade 2 | 15.0 | 16.4 | 18.0 |
| Grade 3 | 17.7 | 17.4 | 18.2 |
| Grade 4 | 16.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 72.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 53.9 | 74.5% | 58.7% | 64.3% |
| Teachers | 43.5 | 60.2% | 45.1% | 49.6% |
| Professional Support | 8.3 | 11.5% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.3% | 3.0% |
| Educational Aides: | 18.4 | 25.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 58.0 | 80.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 9.9% | 11.1% |
| Hispanic | 31.3 | 72.0% | 38.0% | 28.4% |
| White | 10.2 | 23.4% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 4.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 5.0 | 11.5% | 24.8% | 23.8% |
| Females | 38.5 | 88.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 39.2 | 90.0% | 75.9% | 73.0% |
| Masters | 4.4 | 10.0% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.3% | 5.3% | 6.7% |
| 1-5 Years Experience | 16.0 | 36.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 11.2 | 25.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 7.4 | 16.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.0 | 11.5% | 9.8% | 13.0% |
| Over 30 Years Experience | 3.0 | 6.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 10.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 10.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,393 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,190 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,262 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$58,263 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$64,546 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,159 | \$60,082 | \$57,641 |
| Professional Support | \$66,190 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,775 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 21.7 | 49.9% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 17.2 | 39.5% | 63.3% | 71.0% |
| Special Education | 4.6 | 10.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
RICHEY EL (101917115) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: L F SMITH ELEMENTARY

Campus Number: 101917116

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 61% | - | 62% | * | - | - | - | - | 14% | * | 61% | 60% | 61% | 60% |
| | 2019 | 76% | 80% | 71% | - | 72% | * | - | - | - | - | 22% | * | 73% | 60% | 71% | 74% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 27% | - | 27% | * | - | - | - | - | 14% | * | 27% | 20% | 25% | 24% |
| | 2019 | 45% | 42% | 32% | - | 33% | * | - | - | - | - | 0% | * | 32% | 33% | 31% | 32% |
| At Masters Grade Level | 2021 | 19% | 12% | 11% | - | 10% | * | - | - | - | - | 0% | * | 12% | 0% | 10% | 12% |
| | 2019 | 27% | 23% | 17% | - | 17% | * | - | - | - | - | 0% | * | 19% | 7% | 15% | 20% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 60% | - | 61% | * | - | - | - | - | 14% | * | 60% | 60% | 60% | 69% |
| | 2019 | 79% | 78% | 75% | - | 75% | * | - | - | - | - | 22% | * | 74% | 80% | 76% | 81% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 24% | - | 25% | * | - | - | - | - | 14% | * | 23% | 40% | 24% | 33% |
| | 2019 | 49% | 41% | 41% | - | 42% | * | - | - | - | - | 0% | * | 43% | 27% | 43% | 50% |
| At Masters Grade Level | 2021 | 14% | 6% | 8% | - | 9% | * | - | - | - | - | 14% | * | 9% | 0% | 8% | 12% |
| | 2019 | 25% | 17% | 15% | - | 15% | * | - | - | - | - | 0% | * | 18% | 0% | 15% | 23% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 61% | - | 61% | * | - | - | - | - | * | * | 62% | 55% | 62% | 52% |
| | 2019 | 75% | 77% | 74% | - | 74% | * | - | - | - | - | 20% | 83% | 77% | 53% | 74% | 71% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 25% | - | 24% | * | - | - | - | - | * | * | 25% | 27% | 25% | 21% |
| | 2019 | 44% | 41% | 37% | - | 37% | * | - | - | - | - | 0% | 33% | 39% | 24% | 38% | 39% |
| At Masters Grade Level | 2021 | 17% | 8% | 3% | - | 3% | * | - | - | - | - | * | * | 1% | 18% | 3% | 2% |
| | 2019 | 22% | 17% | 12% | - | 11% | * | - | - | - | - | 0% | 17% | 13% | 6% | 12% | 13% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 57% | - | 57% | * | - | - | - | - | * | * | 55% | 73% | 57% | 52% |
| | 2019 | 75% | 75% | 76% | - | 76% | * | - | - | - | - | 20% | 50% | 80% | 53% | 76% | 77% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 18% | - | 18% | * | - | - | - | - | * | * | 17% | 27% | 18% | 12% |
| | 2019 | 48% | 40% | 33% | - | 33% | * | - | - | - | - | 0% | 17% | 35% | 18% | 33% | 37% |
| At Masters Grade Level | 2021 | 21% | 10% | 8% | - | 8% | * | - | - | - | - | * | * | 8% | 9% | 8% | 5% |
| | 2019 | 28% | 18% | 8% | - | 8% | * | - | - | - | - | 0% | 0% | 8% | 6% | 8% | 10% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 49% | - | 49% | * | - | - | - | - | * | * | 55% | 17% | 50% | 40% |
| | 2019 | 67% | 66% | 68% | - | 68% | * | - | - | - | - | 20% | 67% | 70% | 59% | 67% | 73% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 19% | - | 19% | * | - | - | - | - | * | * | 21% | 8% | 19% | 14% |
| | 2019 | 35% | 30% | 29% | - | 30% | * | - | - | - | - | 0% | 17% | 31% | 18% | 29% | 34% |
| At Masters Grade Level | 2021 | 8% | 4% | 2% | - | 2% | * | - | - | - | - | * | * | 3% | 0% | 2% | 2% |
| | 2019 | 11% | 8% | 2% | - | 2% | * | - | - | - | - | 0% | 0% | 2% | 0% | 2% | 2% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 58% | - | 58% | 44% | - | - | - | - | 23% | 53% | 59% | 50% | 58% | 56% |
| | 2019 | 78% | 76% | 73% | - | 73% | 69% | - | - | - | - | 21% | 71% | 75% | 60% | 73% | 75% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | - | 23% | 22% | - | - | - | - | 8% | 33% | 23% | 23% | 23% | 22% |
| | 2019 | 50% | 45% | 34% | - | 35% | 8% | - | - | - | - | 0% | 25% | 36% | 23% | 35% | 39% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | - | 7% | 11% | - | - | - | - | 4% | 0% | 7% | 7% | 6% | 7% |
| | 2019 | 24% | 18% | 10% | - | 11% | 8% | - | - | - | - | 0% | 4% | 12% | 4% | 10% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 61% | - | 61% | * | - | - | - | - | 27% | 67% | 62% | 56% | 61% | 57% |
| | 2019 | 75% | 72% | 73% | - | 73% | 60% | - | - | - | - | 21% | 89% | 75% | 56% | 73% | 73% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | - | 26% | * | - | - | - | - | 9% | 50% | 26% | 25% | 25% | 23% |
| | 2019 | 48% | 42% | 35% | - | 35% | 20% | - | - | - | - | 0% | 22% | 36% | 28% | 35% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | - | 7% | * | - | - | - | - | 0% | 0% | 7% | 13% | 7% | 8% |
| | 2019 | 21% | 15% | 14% | - | 14% | 20% | - | - | - | - | 0% | 11% | 16% | 6% | 13% | 17% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | - | 59% | * | - | - | - | - | 18% | 50% | 58% | 69% | 59% | 62% |
| | 2019 | 82% | 82% | 76% | - | 76% | 80% | - | - | - | - | 21% | 56% | 77% | 66% | 76% | 79% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 21% | - | 22% | * | - | - | - | - | 9% | 33% | 21% | 31% | 21% | 24% |
| | 2019 | 52% | 47% | 37% | - | 37% | 0% | - | - | - | - | 0% | 33% | 39% | 22% | 38% | 44% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | - | 8% | * | - | - | - | - | 9% | 0% | 8% | 6% | 8% | 9% |
| | 2019 | 26% | 21% | 11% | - | 12% | 0% | - | - | - | - | 0% | 0% | 13% | 3% | 12% | 17% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 49% | - | 49% | * | - | - | - | - | * | * | 55% | 17% | 50% | 40% |
| | 2019 | 68% | 66% | 68% | - | 68% | * | - | - | - | - | 20% | 67% | 70% | 59% | 67% | 73% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | - | 19% | * | - | - | - | - | * | * | 21% | 8% | 19% | 14% |
| | 2019 | 38% | 32% | 29% | - | 30% | * | - | - | - | - | 0% | 17% | 31% | 18% | 29% | 34% |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | - | 2% | * | - | - | - | - | * | * | 3% | 0% | 2% | 2% |
| | 2019 | 14% | 10% | 2% | - | 2% | * | - | - | - | - | 0% | 0% | 2% | 0% | 2% | 2% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 55 | - | 54 | * | - | - | - | - | 40 | 75 | 54 | 59 | 56 | 60 |
| | 2018 | 63 | 61 | 64 | * | 64 | - | - | - | - | - | * | * | 65 | 61 | 62 | 64 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 36 | - | 37 | * | - | - | - | - | 0 | 0 | 38 | 28 | 36 | 40 |
| | 2018 | 65 | 61 | 58 | * | 59 | - | - | - | - | - | 75 | 50 | 60 | 45 | 56 | 65 |
| All Grades Both Subjects | 2019 | 69 | 69 | 46 | - | 46 | 42 | - | - | - | - | 20 | 38 | 46 | 44 | 46 | 50 |
| | 2018 | 69 | 68 | 61 | * | 61 | - | - | - | - | - | 64 | 44 | 62 | 53 | 59 | 64 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 55 | - | 54 | * | - | - | - | - | 40 | 75 | 54 | 59 | 56 | 60 |
| | 2018 | 69 | 68 | 64 | * | 64 | - | - | - | - | - | * | * | 65 | 61 | 62 | 64 |
| All Grades Mathematics | 2019 | 70 | 70 | 36 | - | 37 | * | - | - | - | - | 0 | 0 | 38 | 28 | 36 | 40 |
| | 2018 | 70 | 69 | 58 | * | 59 | - | - | - | - | - | 75 | 50 | 60 | 45 | 56 | 65 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 58% | 56% | - | 56% | - | - | - | - | - | - | - | 55% | 60% | 56% | - |
| | 2019 | 78% | 76% | 73% | 75% | - | 75% | - | - | - | - | - | - | - | 48% | | 73% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 23% | - | 23% | - | - | - | - | - | - | - | 0% | 24% | 22% | - |
| | 2019 | 50% | 45% | 34% | 35% | - | 35% | - | - | - | - | - | - | - | 24% | | 34% | |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 8% | - | 8% | - | - | - | - | - | - | - | 0% | 6% | 7% | - |
| | 2019 | 24% | 18% | 10% | 13% | - | 13% | - | - | - | - | - | - | - | 0% | | 13% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 61% | 57% | - | 57% | - | - | - | - | - | - | - | * | 66% | 57% | - |
| | 2019 | 75% | 72% | 73% | 71% | - | 71% | - | - | - | - | - | - | - | 63% | | 70% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 24% | - | 24% | - | - | - | - | - | - | - | * | 29% | 23% | - |
| | 2019 | 48% | 42% | 35% | 30% | - | 30% | - | - | - | - | - | - | - | 25% | | 30% | |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 8% | - | 8% | - | - | - | - | - | - | - | * | 7% | 8% | - |
| | 2019 | 21% | 15% | 14% | 15% | - | 15% | - | - | - | - | - | - | - | 0% | | 14% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | 63% | - | 63% | - | - | - | - | - | - | - | * | 55% | 62% | - |
| | 2019 | 82% | 82% | 76% | 81% | - | 81% | - | - | - | - | - | - | - | 25% | | 78% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 21% | 25% | - | 25% | - | - | - | - | - | - | - | * | 19% | 24% | - |
| | 2019 | 52% | 47% | 37% | 44% | - | 44% | - | - | - | - | - | - | - | 13% | | 42% | |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 9% | - | 9% | - | - | - | - | - | - | - | * | 7% | 9% | - |
| | 2019 | 26% | 21% | 11% | 17% | - | 17% | - | - | - | - | - | - | - | 0% | | 16% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 49% | 38% | - | 38% | - | - | - | - | - | - | - | * | 57% | 40% | - |
| | 2019 | 68% | 66% | 68% | 67% | - | 67% | - | - | - | - | - | - | - | 60% | | 67% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | 15% | - | 15% | - | - | - | - | - | - | - | * | 23% | 14% | - |
| | 2019 | 38% | 32% | 29% | 23% | - | 23% | - | - | - | - | - | - | - | 40% | | 25% | |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | 3% | - | 3% | - | - | - | - | - | - | - | * | 2% | 2% | - |
| | 2019 | 14% | 10% | 2% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | - | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 89% | - | 90% | 100% | - | - | - | - | 87% | 100% | 95% | 56% | 90% | 86% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | - | 5% | 0% | - | - | - | - | 0% | 0% | 3% | 22% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | - | 5% | 0% | - | - | - | - | 13% | 0% | 2% | 22% | 5% | 10% |
| Not Tested | 12% | 6% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | - | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | - | 95% | 100% | - | - | - | - | 94% | 100% | 98% | 79% | 95% | 97% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | - | 5% | 0% | - | - | - | - | 6% | 0% | 2% | 20% | 4% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 1% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | - | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | * | 99.0% | 96.2% | - | - | - | * | 98.6% | 99.0% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 96.0% | * | 96.0% | 93.8% | - | - | - | - | 95.2% | 95.9% | 96.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.3% | * | 4.2% | 10.0% | - | - | - | * | 10.9% | 4.2% | 2.3% |
| 2018-19 | 11.4% | 15.3% | 9.1% | * | 8.7% | 20.0% | - | - | - | - | 16.7% | 9.1% | 6.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 612 | 100.0% | 50,547 | 5,359,040 | 612 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 15 | 2.5% | 0.3% | 0.3% | 15 | 2.5% | 0.3% | 0.4% |
| Pre-Kindergarten | 77 | 12.6% | 3.8% | 3.7% | 77 | 12.6% | 3.7% | 3.7% |
| Kindergarten | 106 | 17.3% | 6.4% | 6.7% | 106 | 17.3% | 6.4% | 6.7% |
| Grade 1 | 93 | 15.2% | 6.8% | 7.1% | 93 | 15.2% | 6.8% | 7.1% |
| Grade 2 | 104 | 17.0% | 6.7% | 7.1% | 104 | 17.0% | 6.7% | 7.1% |
| Grade 3 | 120 | 19.6% | 6.9% | 7.1% | 120 | 19.6% | 6.9% | 7.1% |
| Grade 4 | 97 | 15.8% | 7.1% | 7.2% | 97 | 15.8% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 7 | 1.1% | 7.7% | 12.7% | 7 | 1.1% | 7.7% | 12.7% |
| Hispanic | 594 | 97.1% | 83.2% | 52.9% | 594 | 97.1% | 83.2% | 52.9% |
| White | 11 | 1.8% | 5.3% | 26.5% | 11 | 1.8% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 298 | 48.7% | 48.5% | 48.9% | 298 | 48.7% | 48.5% | 48.9% |
| Male | 314 | 51.3% | 51.5% | 51.1% | 314 | 51.3% | 51.5% | 51.1% |
| Economically Disadvantaged | 575 | 94.0% | 83.8% | 60.3% | 575 | 94.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 37 | 6.0% | 16.2% | 39.7% | 37 | 6.0% | 16.3% | 39.8% |
| Section 504 Students | 13 | 2.1% | 5.8% | 7.2% | 13 | 2.1% | 5.7% | 7.2% |
| EB Students/EL | 312 | 51.0% | 30.0% | 20.7% | 312 | 51.0% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 8 | 1.3% | 4.6% | 4.5% | 8 | 1.3% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 27 | 4.4% | 2.8% | 2.0% | 27 | 4.4% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 612 | 100.0% | 68.6% | 64.5% | 612 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.3% | 0.4% | 2.7% | 2 | 0.3% | 0.4% | 2.7% |
| At-Risk | 412 | 67.3% | 58.7% | 49.2% | 412 | 67.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 292 | 47.7% | 28.1% | 21.0% | 292 | 47.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 20 | 3.3% | 5.6% | 8.3% | 20 | 3.3% | 5.6% | 8.3% |
| Special Education | 65 | 10.6% | 11.9% | 11.1% | 65 | 10.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 65 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 11 | 16.9% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 30 | 46.2% | 18.2% | 21.3% | | | | |
| Students with Autism | 13 | 20.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 58 | 12.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 3 | 0.6% | 2.2% | 2.8% | | | | |
| Hispanic | 50 | 10.6% | 10.6% | 7.1% | | | | |
| White | 4 | 0.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 12.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 25 | 9.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 52 | 11.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 119 | 20.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 6.9% | 8.0% | 1.9% | 21.4% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 7.1% | 1.8% | 1.4% |
| Grade 3 | 1.1% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 18.3 | 17.4 | 17.7 |
| Grade 1 | 14.7 | 17.9 | 18.0 |
| Grade 2 | 22.5 | 16.4 | 18.0 |
| Grade 3 | 18.5 | 17.4 | 18.2 |
| Grade 4 | 18.0 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 71.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.5 | 73.7% | 58.7% | 64.3% |
| Teachers | 44.0 | 61.8% | 45.1% | 49.6% |
| Professional Support | 6.5 | 9.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.3% | 3.0% |
| Educational Aides: | 18.7 | 26.3% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 59.0 | 82.9% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 2.3% | 9.9% | 11.1% |
| Hispanic | 31.0 | 70.4% | 38.0% | 28.4% |
| White | 10.0 | 22.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 4.5% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 4.0 | 9.1% | 24.8% | 23.8% |
| Females | 40.0 | 90.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 39.9 | 90.6% | 75.9% | 73.0% |
| Masters | 3.2 | 7.2% | 22.3% | 25.0% |
| Doctorate | 1.0 | 2.3% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 6.9 | 15.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 8.0 | 18.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 8.0 | 18.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 13.1 | 29.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.1 | 13.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.0 | 4.5% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 1.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 8.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.6 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 10.0 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,422 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,484 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,558 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,414 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$56,170 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$75,324 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,676 | \$60,082 | \$57,641 |
| Professional Support | \$68,605 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$98,146 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 21.5 | 48.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 19.1 | 43.5% | 63.3% | 71.0% |
| Special Education | 3.4 | 7.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
L F SMITH ELEMENTARY (101917116) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MAE SMYTHE EL

Campus Number: 101917117

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 50% | 0% | 51% | * | - | - | - | * | 22% | * | 50% | 50% | 48% | 41% |
| | 2019 | 76% | 80% | 72% | * | 73% | 50% | - | - | - | - | 25% | 80% | 73% | 63% | 72% | 70% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 17% | 0% | 18% | * | - | - | - | * | 6% | * | 18% | 10% | 13% | 18% |
| | 2019 | 45% | 42% | 33% | * | 35% | 17% | - | - | - | - | 0% | 80% | 35% | 21% | 33% | 39% |
| At Masters Grade Level | 2021 | 19% | 12% | 8% | 0% | 9% | * | - | - | - | * | 6% | * | 8% | 10% | 6% | 14% |
| | 2019 | 27% | 23% | 18% | * | 19% | 17% | - | - | - | - | 0% | 40% | 19% | 11% | 19% | 20% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 38% | 0% | 38% | * | - | - | - | * | 11% | * | 40% | 20% | 37% | 41% |
| | 2019 | 79% | 78% | 74% | * | 76% | 67% | - | - | - | - | 58% | 80% | 76% | 63% | 75% | 79% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 12% | 0% | 13% | * | - | - | - | * | 6% | * | 12% | 10% | 10% | 16% |
| | 2019 | 49% | 41% | 33% | * | 34% | 33% | - | - | - | - | 33% | 60% | 34% | 32% | 32% | 38% |
| At Masters Grade Level | 2021 | 14% | 6% | 2% | 0% | 2% | * | - | - | - | * | 6% | * | 2% | 0% | 2% | 4% |
| | 2019 | 25% | 17% | 9% | * | 8% | 33% | - | - | - | - | 8% | 20% | 9% | 11% | 8% | 5% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 55% | * | 54% | * | - | - | - | - | 18% | * | 52% | 72% | 56% | 51% |
| | 2019 | 75% | 77% | 74% | * | 74% | * | - | - | - | - | 57% | * | 76% | 64% | 73% | 68% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 22% | * | 21% | * | - | - | - | - | 18% | * | 22% | 22% | 22% | 21% |
| | 2019 | 44% | 41% | 33% | * | 35% | * | - | - | - | - | 36% | * | 34% | 27% | 32% | 31% |
| At Masters Grade Level | 2021 | 17% | 8% | 4% | * | 3% | * | - | - | - | - | 0% | * | 5% | 0% | 5% | 2% |
| | 2019 | 22% | 17% | 9% | * | 10% | * | - | - | - | - | 14% | * | 8% | 14% | 8% | 8% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 45% | * | 46% | * | - | - | - | - | 18% | * | 46% | 39% | 44% | 43% |
| | 2019 | 75% | 75% | 77% | * | 77% | * | - | - | - | - | 57% | * | 79% | 68% | 77% | 83% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 26% | * | 27% | * | - | - | - | - | 9% | * | 26% | 28% | 26% | 22% |
| | 2019 | 48% | 40% | 35% | * | 37% | * | - | - | - | - | 36% | * | 37% | 27% | 36% | 44% |
| At Masters Grade Level | 2021 | 21% | 10% | 8% | * | 9% | * | - | - | - | - | 0% | * | 9% | 6% | 9% | 10% |
| | 2019 | 28% | 18% | 17% | * | 18% | * | - | - | - | - | 0% | * | 19% | 9% | 15% | 21% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 59% | * | 58% | * | - | - | - | - | 18% | * | 57% | 67% | 59% | 62% |
| | 2019 | 67% | 66% | 55% | * | 56% | * | - | - | - | - | 43% | * | 55% | 52% | 54% | 56% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 18% | * | 17% | * | - | - | - | - | 0% | * | 19% | 17% | 19% | 16% |
| | 2019 | 35% | 30% | 27% | * | 27% | * | - | - | - | - | 29% | * | 27% | 29% | 26% | 29% |
| At Masters Grade Level | 2021 | 8% | 4% | 2% | * | 2% | * | - | - | - | - | 0% | * | 2% | 0% | 2% | 2% |
| | 2019 | 11% | 8% | 5% | * | 6% | * | - | - | - | - | 14% | * | 5% | 10% | 5% | 6% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 49% | 32% | 50% | 62% | - | - | - | * | 17% | 54% | 49% | 53% | 49% | 48% |
| | 2019 | 78% | 76% | 70% | 55% | 71% | 61% | - | - | - | - | 48% | 79% | 72% | 62% | 70% | 71% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 11% | 19% | 31% | - | - | - | * | 7% | 31% | 19% | 19% | 18% | 19% |
| | 2019 | 50% | 45% | 32% | 5% | 34% | 17% | - | - | - | - | 27% | 57% | 33% | 27% | 32% | 36% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 5% | 5% | 8% | - | - | - | * | 3% | 8% | 5% | 3% | 5% | 6% |
| | 2019 | 24% | 18% | 12% | 0% | 12% | 17% | - | - | - | - | 8% | 21% | 12% | 11% | 11% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 52% | 25% | 53% | 60% | - | - | - | * | 21% | 60% | 51% | 64% | 52% | 46% |
| | 2019 | 75% | 72% | 73% | 63% | 74% | 63% | - | - | - | - | 42% | 83% | 75% | 63% | 72% | 69% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 13% | 20% | 20% | - | - | - | * | 10% | 40% | 20% | 18% | 18% | 19% |
| | 2019 | 48% | 42% | 33% | 0% | 35% | 13% | - | - | - | - | 19% | 67% | 35% | 24% | 33% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 13% | 6% | 20% | - | - | - | * | 3% | 0% | 6% | 4% | 5% | 8% |
| | 2019 | 21% | 15% | 14% | 0% | 14% | 13% | - | - | - | - | 8% | 33% | 14% | 12% | 13% | 14% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 41% | 13% | 42% | 60% | - | - | - | * | 14% | 40% | 43% | 32% | 41% | 42% |
| | 2019 | 82% | 82% | 76% | 50% | 76% | 75% | - | - | - | - | 58% | 83% | 77% | 66% | 76% | 81% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 0% | 20% | 20% | - | - | - | * | 7% | 20% | 19% | 21% | 18% | 19% |
| | 2019 | 52% | 47% | 34% | 0% | 36% | 25% | - | - | - | - | 35% | 50% | 35% | 29% | 34% | 41% |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | 0% | 6% | 0% | - | - | - | * | 3% | 20% | 5% | 4% | 6% | 7% |
| | 2019 | 26% | 21% | 13% | 0% | 13% | 25% | - | - | - | - | 4% | 17% | 14% | 10% | 12% | 14% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 59% | * | 58% | * | - | - | - | - | 18% | * | 57% | 67% | 59% | 62% |
| | 2019 | 68% | 66% | 55% | * | 56% | * | - | - | - | - | 43% | * | 55% | 52% | 54% | 56% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 18% | * | 17% | * | - | - | - | - | 0% | * | 19% | 17% | 19% | 16% |
| | 2019 | 38% | 32% | 27% | * | 27% | * | - | - | - | - | 29% | * | 27% | 29% | 26% | 29% |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | * | 2% | * | - | - | - | - | 0% | * | 2% | 0% | 2% | 2% |
| | 2019 | 14% | 10% | 5% | * | 6% | * | - | - | - | - | 14% | * | 5% | 10% | 5% | 6% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 71 | * | 72 | * | - | - | - | - | 70 | * | 72 | 70 | 68 | 75 |
| | 2018 | 63 | 61 | 55 | * | 58 | * | - | - | - | - | 67 | - | 58 | 48 | 56 | 56 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 67 | * | 67 | * | - | - | - | - | 65 | * | 68 | 61 | 68 | 77 |
| | 2018 | 65 | 61 | 67 | * | 67 | * | - | - | - | - | 75 | * | 69 | 60 | 66 | 65 |
| All Grades Both Subjects | 2019 | 69 | 69 | 69 | 69 | 69 | * | - | - | - | - | 67 | * | 69 | 65 | 68 | 77 |
| | 2018 | 69 | 68 | 63 | * | 63 | 67 | - | - | - | - | 71 | * | 65 | 54 | 62 | 63 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 71 | * | 72 | * | - | - | - | - | 70 | * | 72 | 70 | 68 | 75 |
| | 2018 | 69 | 68 | 55 | * | 58 | * | - | - | - | - | 67 | - | 58 | 48 | 56 | 56 |
| All Grades Mathematics | 2019 | 70 | 70 | 67 | * | 67 | * | - | - | - | - | 65 | * | 68 | 61 | 68 | 77 |
| | 2018 | 70 | 69 | 67 | * | 67 | * | - | - | - | - | 75 | * | 69 | 60 | 66 | 65 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 49% | 49% | - | 49% | - | - | - | - | - | - | - | 32% | 51% | 48% | - |
| | 2019 | 78% | 76% | 70% | 72% | - | 72% | - | - | - | - | - | - | - | 64% | | 71% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 19% | - | 19% | - | - | - | - | - | - | - | 9% | 20% | 19% | - |
| | 2019 | 50% | 45% | 32% | 36% | - | 36% | - | - | - | - | - | - | - | 36% | | 36% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 6% | - | 6% | - | - | - | - | - | - | - | 0% | 4% | 6% | - |
| | 2019 | 24% | 18% | 12% | 12% | - | 12% | - | - | - | - | - | - | - | 14% | | 12% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 52% | 48% | - | 48% | - | - | - | - | - | - | - | 25% | 59% | 46% | - |
| | 2019 | 75% | 72% | 73% | 69% | - | 69% | - | - | - | - | - | - | - | 67% | | 69% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 20% | - | 20% | - | - | - | - | - | - | - | 13% | 20% | 19% | - |
| | 2019 | 48% | 42% | 33% | 35% | - | 35% | - | - | - | - | - | - | - | 33% | | 35% | |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 8% | - | 8% | - | - | - | - | - | - | - | 0% | 5% | 8% | - |
| | 2019 | 21% | 15% | 14% | 14% | - | 14% | - | - | - | - | - | - | - | 11% | | 14% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 41% | 43% | - | 43% | - | - | - | - | - | - | - | 25% | 41% | 42% | - |
| | 2019 | 82% | 82% | 76% | 82% | - | 82% | - | - | - | - | - | - | - | 78% | | 82% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 20% | - | 20% | - | - | - | - | - | - | - | 13% | 19% | 19% | - |
| | 2019 | 52% | 47% | 34% | 40% | - | 40% | - | - | - | - | - | - | - | 56% | | 42% | |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | 7% | - | 7% | - | - | - | - | - | - | - | 0% | 4% | 7% | - |
| | 2019 | 26% | 21% | 13% | 13% | - | 13% | - | - | - | - | - | - | - | 22% | | 14% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 59% | 63% | - | 63% | - | - | - | - | - | - | - | 50% | 55% | 62% | - |
| | 2019 | 68% | 66% | 55% | 58% | - | 58% | - | - | - | - | - | - | - | * | | 56% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 18% | 18% | - | 18% | - | - | - | - | - | - | - | 0% | 21% | 16% | - |
| | 2019 | 38% | 32% | 27% | 30% | - | 30% | - | - | - | - | - | - | - | * | | 29% | |
| At Masters Grade Level | 2021 | 9% | 4% | 2% | 2% | - | 2% | - | - | - | - | - | - | - | 0% | 2% | 2% | - |
| | 2019 | 14% | 10% | 5% | 6% | - | 6% | - | - | - | - | - | - | - | * | | 6% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 86% | 96% | 90% | - | - | - | * | 94% | 83% | 97% | 93% | 96% | 99% |
| Included in Accountability | 83% | 88% | 86% | 86% | 86% | 65% | - | - | - | * | 81% | 72% | 90% | 65% | 86% | 86% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 0% | 5% | 25% | - | - | - | * | 7% | 0% | 4% | 13% | 5% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 5% | 0% | - | - | - | * | 6% | 11% | 3% | 15% | 5% | 9% |
| Not Tested | 12% | 6% | 4% | 14% | 4% | 10% | - | - | - | * | 6% | 17% | 3% | 7% | 4% | 1% |
| Absent | 2% | 2% | 0% | 0% | 0% | 10% | - | - | - | * | 0% | 0% | 0% | 2% | 0% | 0% |
| Other | 10% | 4% | 4% | 14% | 4% | 0% | - | - | - | * | 6% | 17% | 3% | 5% | 4% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 100% | 96% | 78% | - | - | - | - | 97% | 93% | 99% | 80% | 96% | 97% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 0% | 3% | 22% | - | - | - | - | 3% | 0% | 1% | 17% | 4% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 7% | 0% | 2% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | 97.9% | 98.6% | 99.0% | - | - | - | * | 98.5% | 98.6% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 95.4% | 94.7% | 95.4% | 93.7% | - | - | - | * | 94.0% | 95.3% | 96.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.4% | 13.8% | 6.4% | 2.5% | - | - | - | * | 10.1% | 6.7% | 2.9% |
| 2018-19 | 11.4% | 15.3% | 12.4% | 11.5% | 11.7% | 29.6% | - | - | - | * | 13.7% | 12.4% | 3.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 740 | 100.0% | 50,547 | 5,359,040 | 741 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 1 | 0.1% | 0.3% | 0.4% |
| Pre-Kindergarten | 77 | 10.4% | 3.8% | 3.7% | 77 | 10.4% | 3.7% | 3.7% |
| Kindergarten | 120 | 16.2% | 6.4% | 6.7% | 120 | 16.2% | 6.4% | 6.7% |
| Grade 1 | 142 | 19.2% | 6.8% | 7.1% | 142 | 19.2% | 6.8% | 7.1% |
| Grade 2 | 128 | 17.3% | 6.7% | 7.1% | 128 | 17.3% | 6.7% | 7.1% |
| Grade 3 | 142 | 19.2% | 6.9% | 7.1% | 142 | 19.2% | 6.9% | 7.1% |
| Grade 4 | 131 | 17.7% | 7.1% | 7.2% | 131 | 17.7% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 33 | 4.5% | 7.7% | 12.7% | 33 | 4.5% | 7.7% | 12.7% |
| Hispanic | 674 | 91.1% | 83.2% | 52.9% | 675 | 91.1% | 83.2% | 52.9% |
| White | 30 | 4.1% | 5.3% | 26.5% | 30 | 4.0% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.1% | 3.0% | 4.7% | 1 | 0.1% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 2 | 0.3% | 0.7% | 2.7% | 2 | 0.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 391 | 52.8% | 48.5% | 48.9% | 392 | 52.9% | 48.5% | 48.9% |
| Male | 349 | 47.2% | 51.5% | 51.1% | 349 | 47.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 673 | 90.9% | 83.8% | 60.3% | 673 | 90.8% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 67 | 9.1% | 16.2% | 39.7% | 68 | 9.2% | 16.3% | 39.8% |
| Section 504 Students | 27 | 3.6% | 5.8% | 7.2% | 27 | 3.6% | 5.7% | 7.2% |
| EB Students/EL | 361 | 48.8% | 30.0% | 20.7% | 361 | 48.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 23 | 3.1% | 4.6% | 4.5% | 23 | 3.1% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 10 | 1.4% | 0.8% | 1.1% | 10 | 1.3% | 0.8% | 1.1% |
| Immigrant | 9 | 1.2% | 2.8% | 2.0% | 9 | 1.2% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 740 | 100.0% | 68.6% | 64.5% | 741 | 100.0% | 68.5% | 64.5% |
| Military Connected | 3 | 0.4% | 0.4% | 2.7% | 3 | 0.4% | 0.4% | 2.7% |
| At-Risk | 499 | 67.4% | 58.7% | 49.2% | 499 | 67.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 319 | 43.1% | 28.1% | 21.0% | 319 | 43.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 23 | 3.1% | 5.6% | 8.3% | 23 | 3.1% | 5.6% | 8.3% |
| Special Education | 100 | 13.5% | 11.9% | 11.1% | 101 | 13.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 100 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 22 | 22.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 39 | 39.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 22 | 22.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 83 | 13.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 11 | 1.8% | 2.2% | 2.8% | | | | |
| Hispanic | 67 | 11.0% | 10.6% | 7.1% | | | | |
| White | 5 | 0.8% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 12.4% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 22 | 8.0% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 71 | 13.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 112 | 17.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 16.4% | 8.0% | 1.9% | 12.0% | 8.8% | 3.2% |
| Grade 2 | 1.9% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 3.3% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.5 | 17.4 | 17.7 |
| Grade 1 | 18.8 | 17.9 | 18.0 |
| Grade 2 | 18.0 | 16.4 | 18.0 |
| Grade 3 | 18.5 | 17.4 | 18.2 |
| Grade 4 | 17.6 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 84.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 63.7 | 75.4% | 58.7% | 64.3% |
| Teachers | 54.6 | 64.7% | 45.1% | 49.6% |
| Professional Support | 7.0 | 8.3% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.4% | 2.3% | 3.0% |
| Educational Aides: | 20.7 | 24.6% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 60.9 | 72.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.7 | 6.7% | 9.9% | 11.1% |
| Hispanic | 29.9 | 54.7% | 38.0% | 28.4% |
| White | 18.1 | 33.1% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 3.0 | 5.5% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 10.0 | 18.3% | 24.8% | 23.8% |
| Females | 44.6 | 81.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 43.6 | 79.9% | 75.9% | 73.0% |
| Masters | 11.0 | 20.1% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 5.5% | 5.3% | 6.7% |
| 1-5 Years Experience | 18.1 | 33.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 15.7 | 28.7% | 24.4% | 20.3% |
| 11-20 Years Experience | 14.9 | 27.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.0 | 5.5% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.5 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 4.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.4 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.0 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,399 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,666 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,949 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,665 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$60,097 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,385 | \$60,082 | \$57,641 |
| Professional Support | \$67,279 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$100,571 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 20.8 | 38.1% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 25.1 | 46.0% | 63.3% | 71.0% |
| Special Education | 8.7 | 15.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MAE SMYTHE EL (101917117) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH HOUSTON EL

Campus Number: 101917118

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 45% | * | 45% | * | - | - | - | - | 15% | * | 44% | 56% | 44% | 44% |
| | 2019 | 76% | 80% | 79% | * | 78% | * | - | - | - | - | 50% | * | 81% | 56% | 79% | 81% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 16% | * | 16% | * | - | - | - | - | 15% | * | 16% | 22% | 16% | 19% |
| | 2019 | 45% | 42% | 40% | * | 41% | * | - | - | - | - | 25% | * | 42% | 22% | 41% | 48% |
| At Masters Grade Level | 2021 | 19% | 12% | 10% | * | 9% | * | - | - | - | - | 0% | * | 9% | 11% | 9% | 14% |
| | 2019 | 27% | 23% | 18% | * | 19% | * | - | - | - | - | 0% | * | 18% | 11% | 18% | 22% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 36% | * | 37% | * | - | - | - | - | 23% | * | 38% | 22% | 36% | 43% |
| | 2019 | 79% | 78% | 67% | * | 66% | * | - | - | - | - | 50% | * | 68% | 56% | 69% | 70% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 13% | * | 13% | * | - | - | - | - | 15% | * | 11% | 22% | 13% | 20% |
| | 2019 | 49% | 41% | 29% | * | 30% | * | - | - | - | - | 19% | * | 30% | 22% | 31% | 36% |
| At Masters Grade Level | 2021 | 14% | 6% | 4% | * | 4% | * | - | - | - | - | 0% | * | 3% | 11% | 4% | 9% |
| | 2019 | 25% | 17% | 10% | * | 10% | * | - | - | - | - | 0% | * | 11% | 0% | 10% | 13% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 28% | - | 27% | * | - | - | - | - | 23% | * | 27% | 30% | 25% | 20% |
| | 2019 | 75% | 77% | 57% | * | 58% | * | - | - | - | * | 24% | * | 56% | 61% | 56% | 60% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 7% | - | 6% | * | - | - | - | - | 15% | * | 7% | 10% | 8% | 4% |
| | 2019 | 44% | 41% | 22% | * | 23% | * | - | - | - | * | 18% | * | 23% | 17% | 22% | 21% |
| At Masters Grade Level | 2021 | 17% | 8% | 0% | - | 0% | * | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 22% | 17% | 9% | * | 10% | * | - | - | - | * | 0% | * | 10% | 6% | 9% | 10% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 36% | - | 36% | * | - | - | - | - | 31% | * | 40% | 10% | 36% | 32% |
| | 2019 | 75% | 75% | 71% | * | 74% | * | - | - | - | * | 24% | * | 73% | 61% | 71% | 81% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 7% | - | 6% | * | - | - | - | - | 23% | * | 8% | 0% | 8% | 2% |
| | 2019 | 48% | 40% | 29% | * | 32% | * | - | - | - | * | 18% | * | 32% | 17% | 29% | 39% |
| At Masters Grade Level | 2021 | 21% | 10% | 1% | - | 0% | * | - | - | - | - | 0% | * | 1% | 0% | 1% | 0% |
| | 2019 | 28% | 18% | 10% | * | 11% | * | - | - | - | * | 6% | * | 11% | 6% | 10% | 15% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 23% | - | 23% | * | - | - | - | - | 17% | * | 24% | 20% | 22% | 20% |
| | 2019 | 67% | 66% | 42% | * | 43% | * | - | - | - | * | 12% | * | 46% | 22% | 42% | 42% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 6% | - | 5% | * | - | - | - | - | 17% | * | 7% | 0% | 6% | 2% |
| | 2019 | 35% | 30% | 15% | * | 16% | * | - | - | - | * | 6% | * | 16% | 6% | 15% | 11% |
| At Masters Grade Level | 2021 | 8% | 4% | 0% | - | 0% | * | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 11% | 8% | 1% | * | 1% | * | - | - | - | * | 0% | * | 1% | 0% | 1% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 33% | * | 33% | 60% | - | - | - | - | 22% | 13% | 34% | 27% | 32% | 30% |
| | 2019 | 78% | 76% | 63% | 62% | 64% | 46% | - | - | - | * | 31% | 71% | 65% | 50% | 63% | 67% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 10% | * | 9% | 40% | - | - | - | - | 17% | 0% | 10% | 10% | 10% | 8% |
| | 2019 | 50% | 45% | 27% | 8% | 28% | 8% | - | - | - | * | 17% | 14% | 29% | 15% | 28% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 3% | * | 2% | 20% | - | - | - | - | 0% | 0% | 3% | 4% | 3% | 3% |
| | 2019 | 24% | 18% | 10% | 0% | 10% | 0% | - | - | - | * | 1% | 0% | 10% | 4% | 10% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 36% | * | 35% | * | - | - | - | - | 19% | * | 35% | 42% | 34% | 29% |
| | 2019 | 75% | 72% | 68% | 60% | 68% | 60% | - | - | - | * | 36% | * | 69% | 59% | 68% | 71% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 12% | * | 11% | * | - | - | - | - | 15% | * | 11% | 16% | 11% | 10% |
| | 2019 | 48% | 42% | 31% | 20% | 32% | 0% | - | - | - | * | 21% | * | 33% | 19% | 31% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | * | 4% | * | - | - | - | - | 0% | * | 4% | 5% | 4% | 5% |
| | 2019 | 21% | 15% | 14% | 0% | 14% | 0% | - | - | - | * | 0% | * | 14% | 7% | 13% | 16% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 36% | * | 36% | * | - | - | - | - | 27% | * | 39% | 16% | 36% | 36% |
| | 2019 | 82% | 82% | 69% | 60% | 70% | 40% | - | - | - | * | 36% | * | 70% | 59% | 70% | 75% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 10% | * | 9% | * | - | - | - | - | 19% | * | 10% | 11% | 10% | 9% |
| | 2019 | 52% | 47% | 29% | 0% | 31% | 20% | - | - | - | * | 18% | * | 31% | 19% | 30% | 37% |
| At Masters Grade Level | 2021 | 18% | 11% | 3% | * | 2% | * | - | - | - | - | 0% | * | 2% | 5% | 3% | 3% |
| | 2019 | 26% | 21% | 10% | 0% | 11% | 0% | - | - | - | * | 3% | * | 11% | 4% | 10% | 14% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 23% | - | 23% | * | - | - | - | - | 17% | * | 24% | 20% | 22% | 20% |
| | 2019 | 68% | 66% | 42% | * | 43% | * | - | - | - | * | 12% | * | 46% | 22% | 42% | 42% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 6% | - | 5% | * | - | - | - | - | 17% | * | 7% | 0% | 6% | 2% |
| | 2019 | 38% | 32% | 15% | * | 16% | * | - | - | - | * | 6% | * | 16% | 6% | 15% | 11% |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | - | 0% | * | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 14% | 10% | 1% | * | 1% | * | - | - | - | * | 0% | * | 1% | 0% | 1% | 0% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 67 | * | 66 | * | - | - | - | * | 73 | - | 69 | 58 | 68 | 36 |
| | 2018 | 63 | 61 | 45 | * | 44 | * | - | * | - | - | 38 | - | 42 | 53 | 41 | 63 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 74 | * | 75 | * | - | - | - | * | 71 | * | 73 | 81 | 75 | 70 |
| | 2018 | 65 | 61 | 48 | * | 48 | * | - | * | - | - | 56 | * | 49 | 43 | 48 | 48 |
| All Grades Both Subjects | 2019 | 69 | 69 | 72 | 67 | 72 | 42 | - | - | - | * | 71 | * | 72 | 72 | 72 | 67 |
| | 2018 | 69 | 68 | 47 | * | 47 | * | - | * | - | - | 48 | * | 47 | 48 | 46 | 51 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 67 | * | 66 | * | - | - | - | * | 73 | - | 69 | 58 | 68 | 36 |
| | 2018 | 69 | 68 | 45 | * | 44 | * | - | * | - | - | 38 | - | 42 | 53 | 41 | 63 |
| All Grades Mathematics | 2019 | 70 | 70 | 74 | * | 75 | * | - | - | - | * | 71 | * | 73 | 81 | 75 | 70 |
| | 2018 | 70 | 69 | 48 | * | 48 | * | - | * | - | - | 56 | * | 49 | 43 | 48 | 48 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 33% | 30% | * | 30% | - | - | - | - | - | - | - | 26% | 39% | 30% | - |
| | 2019 | 78% | 76% | 63% | 68% | - | 68% | - | - | - | - | - | - | - | 56% | | 67% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 10% | 7% | * | 6% | - | - | - | - | - | - | - | 16% | 13% | 8% | - |
| | 2019 | 50% | 45% | 27% | 32% | - | 32% | - | - | - | - | - | - | - | 25% | | 31% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 3% | 4% | * | 3% | - | - | - | - | - | - | - | 0% | 2% | 3% | - |
| | 2019 | 24% | 18% | 10% | 12% | - | 12% | - | - | - | - | - | - | - | 6% | | 12% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 36% | 31% | * | 30% | - | - | - | - | - | - | - | 14% | 45% | 29% | - |
| | 2019 | 75% | 72% | 68% | 73% | - | 73% | - | - | - | - | - | - | - | 43% | | 71% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 12% | 9% | * | 8% | - | - | - | - | - | - | - | 14% | 14% | 10% | - |
| | 2019 | 48% | 42% | 31% | 35% | - | 35% | - | - | - | - | - | - | - | 29% | | 35% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 6% | * | 5% | - | - | - | - | - | - | - | 0% | 3% | 5% | - |
| | 2019 | 21% | 15% | 14% | 16% | - | 16% | - | - | - | - | - | - | - | 14% | | 16% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 36% | 36% | * | 36% | - | - | - | - | - | - | - | 43% | 36% | 36% | - |
| | 2019 | 82% | 82% | 69% | 75% | - | 75% | - | - | - | - | - | - | - | 71% | | 75% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 10% | 8% | * | 8% | - | - | - | - | - | - | - | 14% | 11% | 9% | - |
| | 2019 | 52% | 47% | 29% | 38% | - | 38% | - | - | - | - | - | - | - | 29% | | 37% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 3% | 4% | * | 4% | - | - | - | - | - | - | - | 0% | 2% | 3% | - |
| | 2019 | 26% | 21% | 10% | 15% | - | 15% | - | - | - | - | - | - | - | 0% | | 14% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 23% | 20% | - | 20% | - | - | - | - | - | - | - | 20% | 30% | 20% | - |
| | 2019 | 68% | 66% | 42% | 42% | - | 42% | - | - | - | - | - | - | - | * | | 42% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 6% | 0% | - | 0% | - | - | - | - | - | - | - | 20% | 15% | 2% | - |
| | 2019 | 38% | 32% | 15% | 12% | - | 12% | - | - | - | - | - | - | - | * | | 11% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | 0% | 0% | - |
| | 2019 | 14% | 10% | 1% | 0% | - | 0% | - | - | - | - | - | - | - | * | | 0% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | * | 97% | 100% | - | - | - | * | 99% | 100% | 98% | 90% | 96% | 97% |
| Included in Accountability | 83% | 88% | 84% | * | 84% | 100% | - | - | - | * | 80% | 100% | 91% | 54% | 84% | 78% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | * | 5% | 0% | - | - | - | * | 5% | 0% | 1% | 21% | 4% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 8% | * | 8% | 0% | - | - | - | * | 14% | 0% | 6% | 15% | 8% | 12% |
| Not Tested | 12% | 6% | 4% | * | 3% | 0% | - | - | - | * | 1% | 0% | 2% | 10% | 4% | 3% |
| Absent | 2% | 2% | 0% | * | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 2% | 0% | 0% |
| Other | 10% | 4% | 3% | * | 3% | 0% | - | - | - | * | 1% | 0% | 2% | 8% | 3% | 3% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 100% | 95% | 100% | - | * | - | * | 90% | 100% | 99% | 76% | 96% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 0% | 4% | 0% | - | * | - | * | 7% | 0% | 1% | 19% | 3% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | * | - | * | 3% | 0% | 0% | 5% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | 94.9% | 98.7% | * | - | - | - | * | 98.5% | 98.6% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 95.2% | 88.3% | 95.4% | 92.4% | - | * | - | * | 91.8% | 95.2% | 96.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.8% | 20.0% | 4.9% | 33.3% | - | - | - | * | 6.0% | 5.9% | 1.2% |
| 2018-19 | 11.4% | 15.3% | 11.2% | 36.4% | 10.3% | 22.2% | - | * | - | * | 21.1% | 11.1% | 6.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 467 | 100.0% | 50,547 | 5,359,040 | 467 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 43 | 9.2% | 3.8% | 3.7% | 43 | 9.2% | 3.7% | 3.7% |
| Kindergarten | 76 | 16.3% | 6.4% | 6.7% | 76 | 16.3% | 6.4% | 6.7% |
| Grade 1 | 79 | 16.9% | 6.8% | 7.1% | 79 | 16.9% | 6.8% | 7.1% |
| Grade 2 | 85 | 18.2% | 6.7% | 7.1% | 85 | 18.2% | 6.7% | 7.1% |
| Grade 3 | 91 | 19.5% | 6.9% | 7.1% | 91 | 19.5% | 6.9% | 7.1% |
| Grade 4 | 93 | 19.9% | 7.1% | 7.2% | 93 | 19.9% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 3 | 0.6% | 7.7% | 12.7% | 3 | 0.6% | 7.7% | 12.7% |
| Hispanic | 452 | 96.8% | 83.2% | 52.9% | 452 | 96.8% | 83.2% | 52.9% |
| White | 11 | 2.4% | 5.3% | 26.5% | 11 | 2.4% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 219 | 46.9% | 48.5% | 48.9% | 219 | 46.9% | 48.5% | 48.9% |
| Male | 248 | 53.1% | 51.5% | 51.1% | 248 | 53.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 434 | 92.9% | 83.8% | 60.3% | 434 | 92.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 33 | 7.1% | 16.2% | 39.7% | 33 | 7.1% | 16.3% | 39.8% |
| Section 504 Students | 26 | 5.6% | 5.8% | 7.2% | 26 | 5.6% | 5.7% | 7.2% |
| EB Students/EL | 269 | 57.6% | 30.0% | 20.7% | 269 | 57.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 28 | 6.0% | 4.6% | 4.5% | 28 | 6.0% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 1.3% | 0.8% | 1.1% | 6 | 1.3% | 0.8% | 1.1% |
| Immigrant | 18 | 3.9% | 2.8% | 2.0% | 18 | 3.9% | 2.8% | 2.0% |
| Migrant | 3 | 0.6% | 0.2% | 0.3% | 3 | 0.6% | 0.2% | 0.3% |
| Title I | 467 | 100.0% | 68.6% | 64.5% | 467 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.4% | 0.4% | 2.7% | 2 | 0.4% | 0.4% | 2.7% |
| At-Risk | 367 | 78.6% | 58.7% | 49.2% | 367 | 78.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 239 | 51.2% | 28.1% | 21.0% | 239 | 51.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 7 | 1.5% | 5.6% | 8.3% | 7 | 1.5% | 5.6% | 8.3% |
| Special Education | 62 | 13.3% | 11.9% | 11.1% | 62 | 13.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 62 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 26 | 41.9% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 28 | 45.2% | 18.2% | 21.3% | | | | |
| Students with Autism | * | * | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 5 | 8.1% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 41 | 9.5% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 1.4% | 2.2% | 2.8% | | | | |
| Hispanic | 32 | 7.4% | 10.6% | 7.1% | | | | |
| White | 3 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 7.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 14 | 5.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 36 | 8.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 81 | 18.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 6.7% | 8.0% | 1.9% | 7.7% | 8.8% | 3.2% |
| Grade 2 | 2.7% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 19.0 | 17.4 | 17.7 |
| Grade 1 | 18.0 | 17.9 | 18.0 |
| Grade 2 | 13.7 | 16.4 | 18.0 |
| Grade 3 | 17.3 | 17.4 | 18.2 |
| Grade 4 | 16.5 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 60.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 46.8 | 77.9% | 58.7% | 64.3% |
| Teachers | 37.0 | 61.7% | 45.1% | 49.6% |
| Professional Support | 7.7 | 12.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.3% | 2.3% | 3.0% |
| Educational Aides: | 13.2 | 22.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 48.3 | 80.5% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 2.7% | 9.9% | 11.1% |
| Hispanic | 26.8 | 72.3% | 38.0% | 28.4% |
| White | 8.1 | 21.9% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.1 | 0.4% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.7% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.0 | 8.1% | 24.8% | 23.8% |
| Females | 34.0 | 91.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 28.0 | 75.6% | 75.9% | 73.0% |
| Masters | 9.0 | 24.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 8.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 11.0 | 29.7% | 30.1% | 27.8% |
| 6-10 Years Experience | 7.0 | 18.9% | 24.4% | 20.3% |
| 11-20 Years Experience | 9.3 | 25.0% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.8 | 18.3% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 7.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 7.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.7 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.8 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,331 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,193 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$59,388 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,494 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,150 | \$60,082 | \$57,641 |
| Professional Support | \$64,842 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$98,435 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 18.0 | 48.5% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 17.7 | 47.8% | 63.3% | 71.0% |
| Special Education | 1.4 | 3.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH HOUSTON EL (101917118) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH SHAVER EL

Campus Number: 101917119

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 61% | * | 60% | * | - | - | - | - | 48% | - | 59% | 70% | 60% | 61% |
| | 2019 | 76% | 80% | 80% | - | 80% | * | - | - | - | - | 42% | * | 79% | 88% | 80% | 80% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 32% | * | 31% | * | - | - | - | - | 24% | - | 33% | 30% | 31% | 33% |
| | 2019 | 45% | 42% | 53% | - | 53% | * | - | - | - | - | 33% | * | 50% | 88% | 53% | 57% |
| At Masters Grade Level | 2021 | 19% | 12% | 13% | * | 12% | * | - | - | - | - | 0% | - | 12% | 15% | 12% | 16% |
| | 2019 | 27% | 23% | 31% | - | 31% | * | - | - | - | - | 0% | * | 30% | 38% | 31% | 36% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 63% | * | 62% | * | - | - | - | - | 36% | - | 64% | 60% | 62% | 66% |
| | 2019 | 79% | 78% | 82% | - | 82% | * | - | - | - | - | 50% | * | 81% | 88% | 81% | 88% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 24% | * | 24% | * | - | - | - | - | 16% | - | 23% | 30% | 24% | 24% |
| | 2019 | 49% | 41% | 54% | - | 54% | * | - | - | - | - | 25% | * | 52% | 75% | 53% | 61% |
| At Masters Grade Level | 2021 | 14% | 6% | 9% | * | 9% | * | - | - | - | - | 8% | - | 9% | 10% | 9% | 9% |
| | 2019 | 25% | 17% | 30% | - | 30% | * | - | - | - | - | 17% | * | 28% | 50% | 28% | 34% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 50% | * | 50% | * | - | - | - | - | 50% | * | 49% | 50% | 47% | 46% |
| | 2019 | 75% | 77% | 76% | * | 76% | * | - | - | - | - | 8% | * | 76% | 78% | 76% | 74% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 24% | * | 25% | * | - | - | - | - | 25% | * | 25% | 22% | 22% | 18% |
| | 2019 | 44% | 41% | 34% | * | 34% | * | - | - | - | - | 8% | * | 38% | 19% | 34% | 32% |
| At Masters Grade Level | 2021 | 17% | 8% | 10% | * | 10% | * | - | - | - | - | 0% | * | 8% | 17% | 10% | 4% |
| | 2019 | 22% | 17% | 7% | * | 7% | * | - | - | - | - | 8% | * | 9% | 0% | 7% | 3% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 60% | * | 60% | * | - | - | - | - | 50% | * | 59% | 67% | 59% | 54% |
| | 2019 | 75% | 75% | 80% | * | 80% | * | - | - | - | - | 15% | * | 81% | 78% | 80% | 84% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 23% | * | 24% | * | - | - | - | - | 17% | * | 24% | 22% | 23% | 16% |
| | 2019 | 48% | 40% | 34% | * | 34% | * | - | - | - | - | 8% | * | 35% | 33% | 34% | 30% |
| At Masters Grade Level | 2021 | 21% | 10% | 8% | * | 8% | * | - | - | - | - | 0% | * | 7% | 11% | 8% | 6% |
| | 2019 | 28% | 18% | 14% | * | 13% | * | - | - | - | - | 8% | * | 15% | 7% | 13% | 11% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 48% | * | 48% | * | - | - | - | - | 27% | * | 52% | 28% | 48% | 40% |
| | 2019 | 67% | 66% | 64% | * | 64% | * | - | - | - | - | 15% | * | 67% | 52% | 63% | 63% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 17% | * | 17% | * | - | - | - | - | 18% | * | 17% | 17% | 16% | 9% |
| | 2019 | 35% | 30% | 22% | * | 23% | * | - | - | - | - | 8% | * | 23% | 19% | 23% | 18% |
| At Masters Grade Level | 2021 | 8% | 4% | 5% | * | 5% | * | - | - | - | - | 9% | * | 5% | 6% | 4% | 4% |
| | 2019 | 11% | 8% | 4% | * | 4% | * | - | - | - | - | 0% | * | 4% | 4% | 3% | 3% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 57% | 60% | 56% | 57% | - | - | - | - | 42% | 27% | 57% | 55% | 55% | 53% |
| | 2019 | 78% | 76% | 76% | * | 76% | 100% | - | - | - | - | 25% | 80% | 77% | 72% | 75% | 77% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 0% | 24% | 43% | - | - | - | - | 20% | 0% | 24% | 24% | 23% | 20% |
| | 2019 | 50% | 45% | 38% | * | 38% | 60% | - | - | - | - | 16% | 40% | 39% | 33% | 38% | 37% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | 9% | 14% | - | - | - | - | 4% | 0% | 8% | 12% | 9% | 8% |
| | 2019 | 24% | 18% | 16% | * | 16% | 20% | - | - | - | - | 6% | 20% | 17% | 10% | 15% | 15% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | * | 56% | * | - | - | - | - | 49% | * | 55% | 61% | 54% | 53% |
| | 2019 | 75% | 72% | 78% | * | 78% | * | - | - | - | - | 24% | * | 77% | 80% | 78% | 77% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 29% | * | 28% | * | - | - | - | - | 24% | * | 29% | 26% | 27% | 25% |
| | 2019 | 48% | 42% | 42% | * | 42% | * | - | - | - | - | 20% | * | 43% | 34% | 42% | 43% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | * | 11% | * | - | - | - | - | 0% | * | 10% | 16% | 11% | 10% |
| | 2019 | 21% | 15% | 17% | * | 18% | * | - | - | - | - | 4% | * | 19% | 9% | 17% | 17% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 62% | * | 61% | * | - | - | - | - | 41% | * | 61% | 63% | 61% | 60% |
| | 2019 | 82% | 82% | 81% | * | 81% | * | - | - | - | - | 32% | * | 81% | 80% | 80% | 85% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | * | 24% | * | - | - | - | - | 16% | * | 23% | 26% | 24% | 20% |
| | 2019 | 52% | 47% | 43% | * | 43% | * | - | - | - | - | 16% | * | 43% | 43% | 42% | 43% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | * | 9% | * | - | - | - | - | 5% | * | 8% | 11% | 9% | 7% |
| | 2019 | 26% | 21% | 21% | * | 20% | * | - | - | - | - | 12% | * | 21% | 17% | 20% | 21% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | * | 48% | * | - | - | - | - | 27% | * | 52% | 28% | 48% | 40% |
| | 2019 | 68% | 66% | 64% | * | 64% | * | - | - | - | - | 15% | * | 67% | 52% | 63% | 63% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 17% | * | 17% | * | - | - | - | - | 18% | * | 17% | 17% | 16% | 9% |
| | 2019 | 38% | 32% | 22% | * | 23% | * | - | - | - | - | 8% | * | 23% | 19% | 23% | 18% |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | * | 5% | * | - | - | - | - | 9% | * | 5% | 6% | 4% | 4% |
| | 2019 | 14% | 10% | 4% | * | 4% | * | - | - | - | - | 0% | * | 4% | 4% | 3% | 3% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 58 | * | 59 | * | - | - | - | - | 50 | * | 61 | 47 | 60 | 43 |
| | 2018 | 63 | 61 | 55 | * | 52 | * | * | - | - | - | 60 | - | 53 | 62 | 54 | 35 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 68 | * | 68 | * | - | - | - | - | 65 | * | 69 | 63 | 67 | 60 |
| | 2018 | 65 | 61 | 53 | * | 52 | * | * | - | - | - | 60 | - | 57 | 38 | 53 | 46 |
| All Grades Both Subjects | 2019 | 69 | 69 | 64 | * | 64 | * | - | - | - | - | 58 | * | 66 | 56 | 64 | 55 |
| | 2018 | 69 | 68 | 54 | * | 52 | 69 | * | - | - | - | 60 | - | 56 | 49 | 53 | 42 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 58 | * | 59 | * | - | - | - | - | 50 | * | 61 | 47 | 60 | 43 |
| | 2018 | 69 | 68 | 55 | * | 52 | * | * | - | - | - | 60 | - | 53 | 62 | 54 | 35 |
| All Grades Mathematics | 2019 | 70 | 70 | 68 | * | 68 | * | - | - | - | - | 65 | * | 69 | 63 | 67 | 60 |
| | 2018 | 70 | 69 | 53 | * | 52 | * | * | - | - | - | 60 | - | 57 | 38 | 53 | 46 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 57% | 55% | - | 55% | - | - | - | - | - | - | - | 37% | 62% | 53% | - |
| | 2019 | 78% | 76% | 76% | 77% | - | 77% | - | - | - | - | - | - | - | 71% | | 77% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 20% | - | 20% | - | - | - | - | - | - | - | 15% | 32% | 20% | - |
| | 2019 | 50% | 45% | 38% | 36% | - | 36% | - | - | - | - | - | - | - | 33% | | 36% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 8% | - | 8% | - | - | - | - | - | - | - | 7% | 10% | 8% | - |
| | 2019 | 24% | 18% | 16% | 15% | - | 15% | - | - | - | - | - | - | - | 14% | | 15% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 56% | 54% | - | 54% | - | - | - | - | - | - | - | 45% | 59% | 53% | - |
| | 2019 | 75% | 72% | 78% | 75% | - | 75% | - | - | - | - | - | - | - | 88% | | 76% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 29% | 26% | - | 26% | - | - | - | - | - | - | - | 18% | 34% | 25% | - |
| | 2019 | 48% | 42% | 42% | 39% | - | 39% | - | - | - | - | - | - | - | 38% | | 39% | |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 10% | - | 10% | - | - | - | - | - | - | - | 9% | 13% | 10% | - |
| | 2019 | 21% | 15% | 17% | 18% | - | 18% | - | - | - | - | - | - | - | 13% | | 18% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 62% | 62% | - | 62% | - | - | - | - | - | - | - | 36% | 65% | 60% | - |
| | 2019 | 82% | 82% | 81% | 87% | - | 87% | - | - | - | - | - | - | - | 63% | | 85% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 21% | - | 21% | - | - | - | - | - | - | - | 9% | 30% | 20% | - |
| | 2019 | 52% | 47% | 43% | 42% | - | 42% | - | - | - | - | - | - | - | 50% | | 43% | |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 7% | - | 7% | - | - | - | - | - | - | - | 9% | 10% | 7% | - |
| | 2019 | 26% | 21% | 21% | 18% | - | 18% | - | - | - | - | - | - | - | 25% | | 19% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 41% | - | 41% | - | - | - | - | - | - | - | 20% | 64% | 40% | - |
| | 2019 | 68% | 66% | 64% | 61% | - | 61% | - | - | - | - | - | - | - | 60% | | 61% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 17% | 8% | - | 8% | - | - | - | - | - | - | - | 20% | 33% | 9% | - |
| | 2019 | 38% | 32% | 22% | 16% | - | 16% | - | - | - | - | - | - | - | 0% | | 15% | |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 5% | - | 5% | - | - | - | - | - | - | - | 0% | 6% | 4% | - |
| | 2019 | 14% | 10% | 4% | 4% | - | 4% | - | - | - | - | - | - | - | 0% | | 3% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 100% | 97% | 100% | - | - | - | - | 97% | 92% | 96% | 100% | 97% | 98% |
| Included in Accountability | 83% | 88% | 90% | 63% | 90% | 100% | - | - | - | - | 87% | 92% | 94% | 75% | 90% | 93% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | 38% | 7% | 0% | - | - | - | - | 10% | 0% | 2% | 25% | 7% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 12% | 6% | 3% | 0% | 3% | 0% | - | - | - | - | 3% | 8% | 4% | 0% | 3% | 2% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 0% | 3% | 0% | - | - | - | - | 3% | 8% | 4% | 0% | 3% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | * | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 93% | * | 93% | 50% | - | - | - | - | 91% | 100% | 97% | 76% | 93% | 93% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | * | 5% | 50% | - | - | - | - | 4% | 0% | 3% | 19% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | * | 1% | 0% | - | - | - | - | 4% | 0% | 0% | 5% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | * | 98.6% | 98.5% | * | - | - | * | 98.6% | 98.5% | 98.6% |
| 2018-19 | 95.4% | 94.4% | 95.5% | 92.2% | 95.7% | 89.6% | - | - | - | * | 94.7% | 95.4% | 96.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.6% | 16.7% | 4.4% | 0.0% | * | - | - | * | 5.8% | 4.9% | 3.0% |
| 2018-19 | 11.4% | 15.3% | 12.2% | 50.0% | 10.9% | 41.7% | - | - | - | * | 14.5% | 12.3% | 8.8% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 554 | 100.0% | 50,547 | 5,359,040 | 554 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 40 | 7.2% | 3.8% | 3.7% | 40 | 7.2% | 3.7% | 3.7% |
| Kindergarten | 84 | 15.2% | 6.4% | 6.7% | 84 | 15.2% | 6.4% | 6.7% |
| Grade 1 | 104 | 18.8% | 6.8% | 7.1% | 104 | 18.8% | 6.8% | 7.1% |
| Grade 2 | 83 | 15.0% | 6.7% | 7.1% | 83 | 15.0% | 6.7% | 7.1% |
| Grade 3 | 124 | 22.4% | 6.9% | 7.1% | 124 | 22.4% | 6.9% | 7.1% |
| Grade 4 | 119 | 21.5% | 7.1% | 7.2% | 119 | 21.5% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 4 | 0.7% | 7.7% | 12.7% | 4 | 0.7% | 7.7% | 12.7% |
| Hispanic | 526 | 94.9% | 83.2% | 52.9% | 526 | 94.9% | 83.2% | 52.9% |
| White | 23 | 4.2% | 5.3% | 26.5% | 23 | 4.2% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 265 | 47.8% | 48.5% | 48.9% | 265 | 47.8% | 48.5% | 48.9% |
| Male | 289 | 52.2% | 51.5% | 51.1% | 289 | 52.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 509 | 91.9% | 83.8% | 60.3% | 509 | 91.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 45 | 8.1% | 16.2% | 39.7% | 45 | 8.1% | 16.3% | 39.8% |
| Section 504 Students | 14 | 2.5% | 5.8% | 7.2% | 14 | 2.5% | 5.7% | 7.2% |
| EB Students/EL | 305 | 55.1% | 30.0% | 20.7% | 305 | 55.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 19 | 3.4% | 4.6% | 4.5% | 19 | 3.4% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.9% | 0.8% | 1.1% | 5 | 0.9% | 0.8% | 1.1% |
| Immigrant | 26 | 4.7% | 2.8% | 2.0% | 26 | 4.7% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 554 | 100.0% | 68.6% | 64.5% | 554 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.2% | 0.4% | 2.7% | 1 | 0.2% | 0.4% | 2.7% |
| At-Risk | 383 | 69.1% | 58.7% | 49.2% | 383 | 69.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 287 | 51.8% | 28.1% | 21.0% | 287 | 51.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 11 | 2.0% | 5.6% | 8.3% | 11 | 2.0% | 5.6% | 8.3% |
| Special Education | 74 | 13.4% | 11.9% | 11.1% | 74 | 13.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 74 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 19 | 25.7% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 22 | 29.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 25 | 33.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 83 | 16.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 0.4% | 2.2% | 2.8% | | | | |
| Hispanic | 75 | 15.1% | 10.6% | 7.1% | | | | |
| White | 4 | 0.8% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.2% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 15 | 17.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 44 | 16.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 79 | 17.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 131 | 23.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.1% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 8.6% | 8.0% | 1.9% | 5.3% | 8.8% | 3.2% |
| Grade 2 | 1.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 13.3 | 17.4 | 17.7 |
| Grade 1 | 18.0 | 17.9 | 18.0 |
| Grade 2 | 13.7 | 16.4 | 18.0 |
| Grade 3 | 18.3 | 17.4 | 18.2 |
| Grade 4 | 14.0 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 71.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 51.9 | 72.6% | 58.7% | 64.3% |
| Teachers | 40.4 | 56.6% | 45.1% | 49.6% |
| Professional Support | 9.4 | 13.2% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.3% | 3.0% |
| Educational Aides: | 19.6 | 27.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 45.6 | 63.9% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.2 | 5.4% | 9.9% | 11.1% |
| Hispanic | 19.9 | 49.3% | 38.0% | 28.4% |
| White | 17.3 | 42.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.5% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 4.9% | 24.8% | 23.8% |
| Females | 38.4 | 95.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 33.4 | 82.5% | 75.9% | 73.0% |
| Masters | 7.1 | 17.5% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.5% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.2 | 30.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 6.2 | 15.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 14.1 | 34.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.9 | 12.2% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.0 | 4.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 8.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.8 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,863 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,206 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,699 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$58,693 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$71,928 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,965 | \$60,082 | \$57,641 |
| Professional Support | \$64,530 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$98,775 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 16.6 | 41.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 20.6 | 50.8% | 63.3% | 71.0% |
| Special Education | 3.2 | 8.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH SHAVER EL (101917119) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: WILLIAMS ELEMENTARY

Campus Number: 101917120

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 56% | - | 55% | - | - | * | - | - | 36% | * | 60% | 33% | 51% | 44% |
| | 2019 | 76% | 80% | 75% | * | 76% | * | - | - | - | - | 15% | * | 75% | 78% | 75% | 74% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 30% | - | 29% | - | - | * | - | - | 27% | * | 30% | 33% | 27% | 22% |
| | 2019 | 45% | 42% | 37% | * | 38% | * | - | - | - | - | 15% | * | 35% | 56% | 34% | 34% |
| At Masters Grade Level | 2021 | 19% | 12% | 9% | - | 8% | - | - | * | - | - | 9% | * | 5% | 33% | 8% | 11% |
| | 2019 | 27% | 23% | 16% | * | 16% | * | - | - | - | - | 8% | * | 16% | 22% | 14% | 13% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 53% | - | 52% | - | - | * | - | - | 36% | * | 54% | 44% | 49% | 47% |
| | 2019 | 79% | 78% | 73% | * | 74% | * | - | - | - | - | 46% | * | 72% | 89% | 71% | 75% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 17% | - | 15% | - | - | * | - | - | 18% | * | 18% | 11% | 14% | 11% |
| | 2019 | 49% | 41% | 38% | * | 38% | * | - | - | - | - | 23% | * | 36% | 56% | 38% | 33% |
| At Masters Grade Level | 2021 | 14% | 6% | 8% | - | 6% | - | - | * | - | - | 18% | * | 9% | 0% | 5% | 6% |
| | 2019 | 25% | 17% | 10% | * | 11% | * | - | - | - | - | 0% | * | 11% | 0% | 9% | 5% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 52% | - | 51% | * | - | - | - | - | 22% | * | 50% | 59% | 55% | 50% |
| | 2019 | 75% | 77% | 70% | * | 69% | * | - | - | - | - | 53% | - | 69% | 76% | 69% | 64% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 26% | - | 23% | * | - | - | - | - | 11% | * | 28% | 18% | 27% | 20% |
| | 2019 | 44% | 41% | 37% | * | 35% | * | - | - | - | - | 29% | - | 37% | 38% | 35% | 22% |
| At Masters Grade Level | 2021 | 17% | 8% | 11% | - | 12% | * | - | - | - | - | 11% | * | 13% | 5% | 11% | 11% |
| | 2019 | 22% | 17% | 18% | * | 17% | * | - | - | - | - | 6% | - | 17% | 24% | 18% | 10% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 44% | - | 44% | * | - | - | - | - | 17% | * | 46% | 41% | 45% | 45% |
| | 2019 | 75% | 75% | 65% | * | 65% | * | - | - | - | - | 29% | - | 65% | 62% | 64% | 72% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 20% | - | 19% | * | - | - | - | - | 6% | * | 22% | 14% | 21% | 18% |
| | 2019 | 48% | 40% | 35% | * | 34% | * | - | - | - | - | 24% | - | 35% | 38% | 32% | 32% |
| At Masters Grade Level | 2021 | 21% | 10% | 14% | - | 14% | * | - | - | - | - | 6% | * | 15% | 14% | 15% | 11% |
| | 2019 | 28% | 18% | 16% | * | 16% | * | - | - | - | - | 12% | - | 18% | 10% | 14% | 12% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 47% | - | 45% | * | - | - | - | - | 17% | * | 51% | 32% | 46% | 44% |
| | 2019 | 67% | 66% | 58% | * | 57% | * | - | - | - | - | 29% | - | 59% | 52% | 55% | 49% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 19% | - | 19% | * | - | - | - | - | 6% | * | 21% | 14% | 20% | 16% |
| | 2019 | 35% | 30% | 28% | * | 27% | * | - | - | - | - | 24% | - | 28% | 29% | 24% | 19% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | - | 3% | * | - | - | - | - | 0% | * | 4% | 0% | 4% | 2% |
| | 2019 | 11% | 8% | 8% | * | 8% | * | - | - | - | - | 6% | - | 10% | 0% | 8% | 4% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | - | 49% | 67% | - | * | - | - | 24% | 75% | 52% | 43% | 49% | 46% |
| | 2019 | 78% | 76% | 68% | 73% | 68% | 67% | - | - | - | - | 35% | * | 68% | 68% | 66% | 67% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 22% | - | 21% | 50% | - | * | - | - | 12% | 38% | 24% | 17% | 22% | 18% |
| | 2019 | 50% | 45% | 35% | 45% | 34% | 58% | - | - | - | - | 23% | * | 34% | 40% | 33% | 28% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | - | 9% | 8% | - | * | - | - | 8% | 0% | 9% | 8% | 9% | 8% |
| | 2019 | 24% | 18% | 14% | 27% | 14% | 17% | - | - | - | - | 6% | * | 14% | 11% | 13% | 9% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | - | 53% | * | - | * | - | - | 28% | * | 54% | 52% | 53% | 48% |
| | 2019 | 75% | 72% | 73% | * | 72% | 80% | - | - | - | - | 37% | * | 72% | 77% | 71% | 68% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 28% | - | 26% | * | - | * | - | - | 17% | * | 29% | 23% | 27% | 21% |
| | 2019 | 48% | 42% | 37% | * | 36% | 60% | - | - | - | - | 23% | * | 36% | 43% | 35% | 28% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | - | 10% | * | - | * | - | - | 10% | * | 10% | 13% | 10% | 11% |
| | 2019 | 21% | 15% | 17% | * | 17% | 20% | - | - | - | - | 7% | * | 16% | 23% | 16% | 12% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 48% | - | 48% | * | - | * | - | - | 24% | * | 50% | 42% | 47% | 46% |
| | 2019 | 82% | 82% | 68% | * | 69% | 60% | - | - | - | - | 37% | * | 68% | 70% | 67% | 74% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | - | 17% | * | - | * | - | - | 10% | * | 20% | 13% | 18% | 15% |
| | 2019 | 52% | 47% | 37% | * | 36% | 60% | - | - | - | - | 23% | * | 35% | 43% | 35% | 32% |
| At Masters Grade Level | 2021 | 18% | 11% | 12% | - | 11% | * | - | * | - | - | 10% | * | 12% | 10% | 11% | 9% |
| | 2019 | 26% | 21% | 14% | * | 14% | 0% | - | - | - | - | 7% | * | 15% | 7% | 12% | 8% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 47% | - | 45% | * | - | - | - | - | 17% | * | 51% | 32% | 46% | 44% |
| | 2019 | 68% | 66% | 58% | * | 57% | * | - | - | - | - | 29% | - | 59% | 52% | 55% | 49% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | - | 19% | * | - | - | - | - | 6% | * | 21% | 14% | 20% | 16% |
| | 2019 | 38% | 32% | 28% | * | 27% | * | - | - | - | - | 24% | - | 28% | 29% | 24% | 19% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | - | 3% | * | - | - | - | - | 0% | * | 4% | 0% | 4% | 2% |
| | 2019 | 14% | 10% | 8% | * | 8% | * | - | - | - | - | 6% | - | 10% | 0% | 8% | 4% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 73 | * | 72 | * | - | - | - | - | 75 | - | 71 | 83 | 72 | 68 |
| | 2018 | 63 | 61 | 64 | * | 63 | * | - | - | - | * | 85 | * | 63 | 70 | 62 | 58 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 68 | * | 68 | * | - | - | - | - | 73 | - | 69 | 64 | 67 | 66 |
| | 2018 | 65 | 61 | 47 | * | 46 | * | - | - | - | * | 50 | * | 48 | 42 | 46 | 38 |
| All Grades Both Subjects | 2019 | 69 | 69 | 70 | 83 | 70 | * | - | - | - | - | 74 | - | 70 | 73 | 70 | 67 |
| | 2018 | 69 | 68 | 55 | * | 54 | * | - | - | - | * | 67 | 42 | 55 | 55 | 53 | 47 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 73 | * | 72 | * | - | - | - | - | 75 | - | 71 | 83 | 72 | 68 |
| | 2018 | 69 | 68 | 64 | * | 63 | * | - | - | - | * | 85 | * | 63 | 70 | 62 | 58 |
| All Grades Mathematics | 2019 | 70 | 70 | 68 | * | 68 | * | - | - | - | - | 73 | - | 69 | 64 | 67 | 66 |
| | 2018 | 70 | 69 | 47 | * | 46 | * | - | - | - | * | 50 | * | 48 | 42 | 46 | 38 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | 48% | - | 48% | - | - | - | - | - | - | - | 26% | 54% | 46% | - |
| | 2019 | 78% | 76% | 68% | 65% | - | 65% | - | - | - | - | - | - | - | 68% | | 65% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 22% | 18% | - | 18% | - | - | - | - | - | - | - | 16% | 27% | 18% | - |
| | 2019 | 50% | 45% | 35% | 25% | - | 25% | - | - | - | - | - | - | - | 16% | | 25% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 8% | - | 8% | - | - | - | - | - | - | - | 11% | 10% | 8% | - |
| | 2019 | 24% | 18% | 14% | 7% | - | 7% | - | - | - | - | - | - | - | 4% | | 7% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 49% | - | 49% | - | - | - | - | - | - | - | 33% | 61% | 48% | - |
| | 2019 | 75% | 72% | 73% | 67% | - | 67% | - | - | - | - | - | - | - | 70% | | 67% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 28% | 22% | - | 22% | - | - | - | - | - | - | - | 17% | 34% | 21% | - |
| | 2019 | 48% | 42% | 37% | 25% | - | 25% | - | - | - | - | - | - | - | 20% | | 24% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 11% | - | 11% | - | - | - | - | - | - | - | 17% | 9% | 11% | - |
| | 2019 | 21% | 15% | 17% | 11% | - | 11% | - | - | - | - | - | - | - | 0% | | 10% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 48% | 49% | - | 49% | - | - | - | - | - | - | - | 17% | 50% | 46% | - |
| | 2019 | 82% | 82% | 68% | 74% | - | 74% | - | - | - | - | - | - | - | 60% | | 73% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 15% | - | 15% | - | - | - | - | - | - | - | 17% | 22% | 15% | - |
| | 2019 | 52% | 47% | 37% | 32% | - | 32% | - | - | - | - | - | - | - | 10% | | 30% | |
| At Masters Grade Level | 2021 | 18% | 11% | 12% | 8% | - | 8% | - | - | - | - | - | - | - | 17% | 14% | 9% | - |
| | 2019 | 26% | 21% | 14% | 6% | - | 6% | - | - | - | - | - | - | - | 10% | | 6% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 47% | 47% | - | 47% | - | - | - | - | - | - | - | 29% | 49% | 44% | - |
| | 2019 | 68% | 66% | 58% | 43% | - | 43% | - | - | - | - | - | - | - | 80% | | 46% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 19% | 16% | - | 16% | - | - | - | - | - | - | - | 14% | 22% | 16% | - |
| | 2019 | 38% | 32% | 28% | 15% | - | 15% | - | - | - | - | - | - | - | 20% | | 15% | |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 3% | - | 3% | - | - | - | - | - | - | - | 0% | 4% | 2% | - |
| | 2019 | 14% | 10% | 8% | 2% | - | 2% | - | - | - | - | - | - | - | 0% | | 2% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 100% | 96% | 100% | - | * | - | - | 93% | 100% | 96% | 97% | 96% | 100% |
| Included in Accountability | 83% | 88% | 86% | 0% | 87% | 100% | - | * | - | - | 84% | 100% | 90% | 71% | 86% | 89% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | 100% | 6% | 0% | - | * | - | - | 5% | 0% | 5% | 14% | 7% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 4% | 0% | - | * | - | - | 4% | 0% | 1% | 12% | 3% | 7% |
| Not Tested | 12% | 6% | 3% | 0% | 4% | 0% | - | * | - | - | 7% | 0% | 4% | 3% | 4% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 0% | 4% | 0% | - | * | - | - | 7% | 0% | 4% | 3% | 4% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 96% | 100% | 97% | 80% | - | - | - | - | 93% | 40% | 99% | 84% | 97% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 3% | 0% | 3% | 20% | - | - | - | - | 7% | 60% | 1% | 13% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 0% | 3% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | * | 98.9% | 97.5% | - | * | - | - | 98.5% | 98.9% | 99.1% |
| 2018-19 | 95.4% | 94.4% | 96.2% | 96.1% | 96.3% | 92.3% | - | * | - | * | 95.2% | 96.2% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.8% | 16.7% | 3.5% | 6.7% | - | * | - | - | 8.2% | 3.3% | 3.1% |
| 2018-19 | 11.4% | 15.3% | 6.3% | 0.0% | 6.2% | 18.2% | - | * | - | * | 11.7% | 6.3% | 3.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 482 | 100.0% | 50,547 | 5,359,040 | 482 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 50 | 10.4% | 3.8% | 3.7% | 50 | 10.4% | 3.7% | 3.7% |
| Kindergarten | 83 | 17.2% | 6.4% | 6.7% | 83 | 17.2% | 6.4% | 6.7% |
| Grade 1 | 86 | 17.8% | 6.8% | 7.1% | 86 | 17.8% | 6.8% | 7.1% |
| Grade 2 | 82 | 17.0% | 6.7% | 7.1% | 82 | 17.0% | 6.7% | 7.1% |
| Grade 3 | 79 | 16.4% | 6.9% | 7.1% | 79 | 16.4% | 6.9% | 7.1% |
| Grade 4 | 102 | 21.2% | 7.1% | 7.2% | 102 | 21.2% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 7 | 1.5% | 7.7% | 12.7% | 7 | 1.5% | 7.7% | 12.7% |
| Hispanic | 459 | 95.2% | 83.2% | 52.9% | 459 | 95.2% | 83.2% | 52.9% |
| White | 14 | 2.9% | 5.3% | 26.5% | 14 | 2.9% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.2% | 3.0% | 4.7% | 1 | 0.2% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 239 | 49.6% | 48.5% | 48.9% | 239 | 49.6% | 48.5% | 48.9% |
| Male | 243 | 50.4% | 51.5% | 51.1% | 243 | 50.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 446 | 92.5% | 83.8% | 60.3% | 446 | 92.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 36 | 7.5% | 16.2% | 39.7% | 36 | 7.5% | 16.3% | 39.8% |
| Section 504 Students | 18 | 3.7% | 5.8% | 7.2% | 18 | 3.7% | 5.7% | 7.2% |
| EB Students/EL | 223 | 46.3% | 30.0% | 20.7% | 223 | 46.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 14 | 2.9% | 4.6% | 4.5% | 14 | 2.9% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 1.0% | 0.8% | 1.1% | 5 | 1.0% | 0.8% | 1.1% |
| Immigrant | 7 | 1.5% | 2.8% | 2.0% | 7 | 1.5% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 482 | 100.0% | 68.6% | 64.5% | 482 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.2% | 0.4% | 2.7% | 1 | 0.2% | 0.4% | 2.7% |
| At-Risk | 325 | 67.4% | 58.7% | 49.2% | 325 | 67.4% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 198 | 41.1% | 28.1% | 21.0% | 198 | 41.1% | 28.0% | 20.9% |
| Gifted and Talented Education | 14 | 2.9% | 5.6% | 8.3% | 14 | 2.9% | 5.6% | 8.3% |
| Special Education | 69 | 14.3% | 11.9% | 11.1% | 69 | 14.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 69 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 21 | 30.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 18 | 26.1% | 18.2% | 21.3% | | | | |
| Students with Autism | 20 | 29.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 53 | 14.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 5 | 1.3% | 2.2% | 2.8% | | | | |
| Hispanic | 43 | 11.6% | 10.6% | 7.1% | | | | |
| White | 4 | 1.1% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 10.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 22 | 11.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 49 | 14.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 50 | 12.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 1.5% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.4 | 17.4 | 17.7 |
| Grade 1 | 17.0 | 17.9 | 18.0 |
| Grade 2 | 15.7 | 16.4 | 18.0 |
| Grade 3 | 17.5 | 17.4 | 18.2 |
| Grade 4 | 18.9 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 61.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 45.8 | 74.3% | 58.7% | 64.3% |
| Teachers | 36.5 | 59.2% | 45.1% | 49.6% |
| Professional Support | 7.3 | 11.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.2% | 2.3% | 3.0% |
| Educational Aides: | 15.9 | 25.7% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 46.5 | 75.3% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 8.2% | 9.9% | 11.1% |
| Hispanic | 19.5 | 53.5% | 38.0% | 28.4% |
| White | 14.0 | 38.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.0 | 2.7% | 24.8% | 23.8% |
| Females | 35.5 | 97.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 31.5 | 86.3% | 75.9% | 73.0% |
| Masters | 5.0 | 13.7% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.4 | 14.8% | 5.3% | 6.7% |
| 1-5 Years Experience | 7.0 | 19.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 12.0 | 32.9% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.1 | 30.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 1.0 | 2.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 5.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.6 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,286 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,374 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,410 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$59,385 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,679 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,295 | \$60,082 | \$57,641 |
| Professional Support | \$62,736 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$97,915 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 12.5 | 34.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 21.6 | 59.1% | 63.3% | 71.0% |
| Special Education | 2.5 | 6.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
WILLIAMS ELEMENTARY (101917120) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MCMASTERS EL

Campus Number: 101917122

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 54% | * | 54% | * | - | - | - | - | 18% | * | 55% | 50% | 53% | 13% |
| | 2019 | 76% | 80% | 84% | - | 86% | 63% | - | - | - | * | 70% | * | 88% | 62% | 83% | 81% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 18% | * | 17% | * | - | - | - | - | 18% | * | 20% | 10% | 18% | 0% |
| | 2019 | 45% | 42% | 37% | - | 38% | 25% | - | - | - | * | 40% | * | 43% | 8% | 31% | 35% |
| At Masters Grade Level | 2021 | 19% | 12% | 4% | * | 2% | * | - | - | - | - | 0% | * | 5% | 0% | 4% | 0% |
| | 2019 | 27% | 23% | 25% | - | 25% | 13% | - | - | - | * | 10% | * | 28% | 8% | 20% | 26% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 45% | * | 47% | * | - | - | - | - | 33% | * | 46% | 40% | 44% | 0% |
| | 2019 | 79% | 78% | 79% | - | 81% | 63% | - | - | - | * | 60% | * | 83% | 62% | 80% | 74% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 12% | * | 13% | * | - | - | - | - | 25% | * | 15% | 0% | 12% | 0% |
| | 2019 | 49% | 41% | 45% | - | 44% | 50% | - | - | - | * | 50% | * | 50% | 23% | 44% | 48% |
| At Masters Grade Level | 2021 | 14% | 6% | 2% | * | 2% | * | - | - | - | - | 8% | * | 2% | 0% | 2% | 0% |
| | 2019 | 25% | 17% | 16% | - | 14% | 38% | - | - | - | * | 10% | * | 18% | 8% | 16% | 13% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 59% | * | 59% | 67% | - | - | - | - | 27% | * | 58% | 63% | 58% | 59% |
| | 2019 | 75% | 77% | 73% | - | 70% | 100% | - | - | - | * | 67% | * | 74% | 68% | 71% | 73% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 27% | * | 24% | 50% | - | - | - | - | 9% | * | 27% | 26% | 27% | 22% |
| | 2019 | 44% | 41% | 37% | - | 33% | 70% | - | - | - | * | 20% | * | 37% | 37% | 38% | 27% |
| At Masters Grade Level | 2021 | 17% | 8% | 13% | * | 11% | 33% | - | - | - | - | 0% | * | 14% | 11% | 11% | 6% |
| | 2019 | 22% | 17% | 18% | - | 12% | 60% | - | - | - | * | 0% | * | 15% | 26% | 18% | 3% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 44% | * | 43% | 50% | - | - | - | - | 27% | * | 46% | 37% | 41% | 50% |
| | 2019 | 75% | 75% | 81% | * | 81% | 90% | - | - | - | * | 67% | * | 80% | 84% | 82% | 91% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 23% | * | 23% | 17% | - | - | - | - | 18% | * | 27% | 11% | 20% | 28% |
| | 2019 | 48% | 40% | 35% | * | 34% | 50% | - | - | - | * | 27% | * | 33% | 42% | 36% | 48% |
| At Masters Grade Level | 2021 | 21% | 10% | 9% | * | 9% | 17% | - | - | - | - | 0% | * | 12% | 0% | 8% | 6% |
| | 2019 | 28% | 18% | 9% | * | 10% | 10% | - | - | - | * | 7% | * | 9% | 11% | 10% | 18% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 53% | * | 54% | 50% | - | - | - | - | 27% | * | 60% | 32% | 50% | 48% |
| | 2019 | 67% | 66% | 63% | - | 62% | 80% | - | - | - | * | 27% | * | 62% | 68% | 63% | 67% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 32% | * | 30% | 50% | - | - | - | - | 18% | * | 34% | 26% | 30% | 23% |
| | 2019 | 35% | 30% | 24% | - | 21% | 50% | - | - | - | * | 20% | * | 23% | 26% | 25% | 9% |
| At Masters Grade Level | 2021 | 8% | 4% | 12% | * | 12% | 17% | - | - | - | - | 0% | * | 12% | 11% | 9% | 6% |
| | 2019 | 11% | 8% | 7% | - | 7% | 10% | - | - | - | * | 0% | * | 5% | 16% | 7% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 50% | 51% | 50% | - | - | - | - | 27% | 29% | 53% | 44% | 49% | 46% |
| | 2019 | 78% | 76% | 76% | * | 76% | 80% | - | - | - | 60% | 57% | 73% | 77% | 70% | 75% | 77% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 38% | 23% | 33% | - | - | - | - | 18% | 14% | 26% | 17% | 22% | 21% |
| | 2019 | 50% | 45% | 35% | * | 33% | 50% | - | - | - | 40% | 29% | 36% | 37% | 29% | 35% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | 8% | 21% | - | - | - | - | 2% | 0% | 10% | 5% | 7% | 5% |
| | 2019 | 24% | 18% | 15% | * | 13% | 26% | - | - | - | 20% | 5% | 18% | 15% | 14% | 14% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 57% | * | 57% | 56% | - | - | - | - | 23% | * | 57% | 59% | 56% | 50% |
| | 2019 | 75% | 72% | 78% | - | 77% | 83% | - | - | - | * | 68% | * | 81% | 66% | 76% | 77% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | * | 22% | 44% | - | - | - | - | 14% | * | 24% | 21% | 23% | 18% |
| | 2019 | 48% | 42% | 37% | - | 35% | 50% | - | - | - | * | 28% | * | 40% | 25% | 35% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | * | 8% | 33% | - | - | - | - | 0% | * | 10% | 7% | 8% | 5% |
| | 2019 | 21% | 15% | 21% | - | 18% | 39% | - | - | - | * | 4% | * | 22% | 19% | 19% | 14% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 44% | * | 44% | 44% | - | - | - | - | 30% | * | 46% | 38% | 42% | 40% |
| | 2019 | 82% | 82% | 80% | * | 81% | 78% | - | - | - | * | 64% | * | 82% | 75% | 81% | 83% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | * | 19% | 11% | - | - | - | - | 22% | * | 22% | 7% | 17% | 23% |
| | 2019 | 52% | 47% | 40% | * | 39% | 50% | - | - | - | * | 36% | * | 41% | 34% | 40% | 48% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | * | 6% | 11% | - | - | - | - | 4% | * | 8% | 0% | 6% | 5% |
| | 2019 | 26% | 21% | 13% | * | 12% | 22% | - | - | - | * | 8% | * | 13% | 9% | 13% | 16% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 53% | * | 54% | 50% | - | - | - | - | 27% | * | 60% | 32% | 50% | 48% |
| | 2019 | 68% | 66% | 63% | - | 62% | 80% | - | - | - | * | 27% | * | 62% | 68% | 63% | 67% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 32% | * | 30% | 50% | - | - | - | - | 18% | * | 34% | 26% | 30% | 23% |
| | 2019 | 38% | 32% | 24% | - | 21% | 50% | - | - | - | * | 20% | * | 23% | 26% | 25% | 9% |
| At Masters Grade Level | 2021 | 9% | 4% | 12% | * | 12% | 17% | - | - | - | - | 0% | * | 12% | 11% | 9% | 6% |
| | 2019 | 14% | 10% | 7% | - | 7% | 10% | - | - | - | * | 0% | * | 5% | 16% | 7% | 0% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 71 | - | 68 | 90 | - | - | - | * | 77 | * | 72 | 67 | 72 | 67 |
| | 2018 | 63 | 61 | 67 | * | 64 | 75 | - | - | - | * | 83 | * | 59 | 81 | 70 | * |
| Grade 4 Mathematics | 2019 | 65 | 61 | 56 | * | 57 | 55 | - | - | - | * | 60 | * | 55 | 62 | 60 | 64 |
| | 2018 | 65 | 61 | 53 | * | 54 | 42 | - | - | - | * | 83 | * | 53 | 50 | 52 | 57 |
| All Grades Both Subjects | 2019 | 69 | 69 | 62 | * | 61 | 73 | - | - | - | * | 67 | 60 | 61 | 64 | 65 | 64 |
| | 2018 | 69 | 68 | 58 | * | 57 | 58 | - | - | - | * | 83 | * | 55 | 64 | 59 | 55 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 71 | - | 68 | 90 | - | - | - | * | 77 | * | 72 | 67 | 72 | 67 |
| | 2018 | 69 | 68 | 67 | * | 64 | 75 | - | - | - | * | 83 | * | 59 | 81 | 70 | * |
| All Grades Mathematics | 2019 | 70 | 70 | 56 | * | 57 | 55 | - | - | - | * | 60 | * | 55 | 62 | 60 | 64 |
| | 2018 | 70 | 69 | 53 | * | 54 | 42 | - | - | - | * | 83 | * | 53 | 50 | 52 | 57 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 44% | - | 44% | - | - | - | - | - | - | - | 56% | 54% | 46% | - |
| | 2019 | 78% | 76% | 76% | 78% | - | 78% | - | - | - | - | - | - | - | 70% | | 77% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 18% | - | 18% | - | - | - | - | - | - | - | 33% | 25% | 21% | - |
| | 2019 | 50% | 45% | 35% | 35% | - | 35% | - | - | - | - | - | - | - | 15% | | 32% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 3% | - | 3% | - | - | - | - | - | - | - | 17% | 10% | 5% | - |
| | 2019 | 24% | 18% | 15% | 14% | - | 14% | - | - | - | - | - | - | - | 0% | | 12% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 57% | 47% | - | 47% | - | - | - | - | - | - | - | 67% | 60% | 50% | - |
| | 2019 | 75% | 72% | 78% | 76% | - | 76% | - | - | - | - | - | - | - | 75% | | 76% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 15% | - | 15% | - | - | - | - | - | - | - | 33% | 26% | 18% | - |
| | 2019 | 48% | 42% | 37% | 33% | - | 33% | - | - | - | - | - | - | - | 13% | | 30% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 3% | - | 3% | - | - | - | - | - | - | - | 17% | 11% | 5% | - |
| | 2019 | 21% | 15% | 21% | 16% | - | 16% | - | - | - | - | - | - | - | 0% | | 14% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 44% | 38% | - | 38% | - | - | - | - | - | - | - | 50% | 46% | 40% | - |
| | 2019 | 82% | 82% | 80% | 84% | - | 84% | - | - | - | - | - | - | - | 75% | | 83% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 21% | - | 21% | - | - | - | - | - | - | - | 33% | 17% | 23% | - |
| | 2019 | 52% | 47% | 40% | 51% | - | 51% | - | - | - | - | - | - | - | 25% | | 48% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 3% | - | 3% | - | - | - | - | - | - | - | 17% | 7% | 5% | - |
| | 2019 | 26% | 21% | 13% | 18% | - | 18% | - | - | - | - | - | - | - | 0% | | 16% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 53% | 48% | - | 48% | - | - | - | - | - | - | - | 50% | 57% | 48% | - |
| | 2019 | 68% | 66% | 63% | 68% | - | 68% | - | - | - | - | - | - | - | * | | 66% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 32% | 20% | - | 20% | - | - | - | - | - | - | - | 33% | 39% | 23% | - |
| | 2019 | 38% | 32% | 24% | 7% | - | 7% | - | - | - | - | - | - | - | * | | 6% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 12% | 4% | - | 4% | - | - | - | - | - | - | - | 17% | 15% | 6% | - |
| | 2019 | 14% | 10% | 7% | 0% | - | 0% | - | - | - | - | - | - | - | * | | 0% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 100% | 99% | 100% | - | - | - | * | 97% | 100% | 99% | 100% | 99% | 99% |
| Included in Accountability | 83% | 88% | 84% | 100% | 85% | 75% | - | - | - | * | 84% | 100% | 90% | 68% | 86% | 77% |
| Not Included in Accountability: Mobile | 3% | 3% | 12% | 0% | 10% | 25% | - | - | - | * | 10% | 0% | 8% | 24% | 10% | 14% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 0% | - | - | - | * | 3% | 0% | 1% | 9% | 3% | 8% |
| Not Tested | 12% | 6% | 1% | 0% | 1% | 0% | - | - | - | * | 3% | 0% | 1% | 0% | 1% | 1% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 1% | 0% | 1% | 0% | - | - | - | * | 3% | 0% | 1% | 0% | 1% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | * | 100% | 100% | - | - | - | 100% | 100% | 100% | 99% | 100% | 99% | 100% |
| Included in Accountability | 94% | 94% | 91% | * | 92% | 92% | - | - | - | 71% | 94% | 100% | 96% | 77% | 94% | 94% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | * | 7% | 8% | - | - | - | 29% | 3% | 0% | 3% | 23% | 4% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | * | 1% | 0% | - | - | - | 0% | 3% | 0% | 1% | 0% | 1% | 0% |
| Not Tested | 1% | 1% | 0% | * | 0% | 0% | - | - | - | 0% | 0% | 0% | 1% | 0% | 1% | 0% |
| Absent | 1% | 1% | 0% | * | 0% | 0% | - | - | - | 0% | 0% | 0% | 1% | 0% | 1% | 0% |
| Other | 0% | 0% | 0% | * | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.5% | * | 98.7% | 96.4% | - | - | - | * | 98.3% | 98.3% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 95.5% | * | 95.7% | 94.5% | - | - | - | * | 94.5% | 95.4% | 96.4% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.6% | * | 2.4% | 19.4% | - | - | - | * | 4.2% | 5.4% | 1.7% |
| 2018-19 | 11.4% | 15.3% | 10.3% | * | 8.6% | 18.9% | - | - | - | 40.0% | 16.7% | 9.5% | 5.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 390 | 100.0% | 50,547 | 5,359,040 | 390 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 8 | 2.1% | 0.3% | 0.3% | 8 | 2.1% | 0.3% | 0.4% |
| Pre-Kindergarten | 30 | 7.7% | 3.8% | 3.7% | 30 | 7.7% | 3.7% | 3.7% |
| Kindergarten | 76 | 19.5% | 6.4% | 6.7% | 76 | 19.5% | 6.4% | 6.7% |
| Grade 1 | 65 | 16.7% | 6.8% | 7.1% | 65 | 16.7% | 6.8% | 7.1% |
| Grade 2 | 70 | 17.9% | 6.7% | 7.1% | 70 | 17.9% | 6.7% | 7.1% |
| Grade 3 | 58 | 14.9% | 6.9% | 7.1% | 58 | 14.9% | 6.9% | 7.1% |
| Grade 4 | 83 | 21.3% | 7.1% | 7.2% | 83 | 21.3% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 5 | 1.3% | 7.7% | 12.7% | 5 | 1.3% | 7.7% | 12.7% |
| Hispanic | 350 | 89.7% | 83.2% | 52.9% | 350 | 89.7% | 83.2% | 52.9% |
| White | 33 | 8.5% | 5.3% | 26.5% | 33 | 8.5% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 2 | 0.5% | 0.7% | 2.7% | 2 | 0.5% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 183 | 46.9% | 48.5% | 48.9% | 183 | 46.9% | 48.5% | 48.9% |
| Male | 207 | 53.1% | 51.5% | 51.1% | 207 | 53.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 361 | 92.6% | 83.8% | 60.3% | 361 | 92.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 29 | 7.4% | 16.2% | 39.7% | 29 | 7.4% | 16.3% | 39.8% |
| Section 504 Students | 16 | 4.1% | 5.8% | 7.2% | 16 | 4.1% | 5.7% | 7.2% |
| EB Students/EL | 128 | 32.8% | 30.0% | 20.7% | 128 | 32.8% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 13 | 3.3% | 4.6% | 4.5% | 13 | 3.3% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 1.5% | 0.8% | 1.1% | 6 | 1.5% | 0.8% | 1.1% |
| Immigrant | 5 | 1.3% | 2.8% | 2.0% | 5 | 1.3% | 2.8% | 2.0% |
| Migrant | 2 | 0.5% | 0.2% | 0.3% | 2 | 0.5% | 0.2% | 0.3% |
| Title I | 390 | 100.0% | 68.6% | 64.5% | 390 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.5% | 0.4% | 2.7% | 2 | 0.5% | 0.4% | 2.7% |
| At-Risk | 218 | 55.9% | 58.7% | 49.2% | 218 | 55.9% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 114 | 29.2% | 28.1% | 21.0% | 114 | 29.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 25 | 6.4% | 5.6% | 8.3% | 25 | 6.4% | 5.6% | 8.3% |
| Special Education | 72 | 18.5% | 11.9% | 11.1% | 72 | 18.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 72 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 20 | 27.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 23 | 31.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 20 | 27.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | ** | ** | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 45 | 13.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | 2.2% | 2.8% | | | | |
| Hispanic | 32 | 9.7% | 10.6% | 7.1% | | | | |
| White | 12 | 3.6% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 14.3% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 6 | 5.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 40 | 13.9% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 76 | 21.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 2.1% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 3.2% | 8.0% | 1.9% | 12.5% | 8.8% | 3.2% |
| Grade 2 | 4.1% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 16.3 | 17.4 | 17.7 |
| Grade 1 | 23.0 | 17.9 | 18.0 |
| Grade 2 | 13.3 | 16.4 | 18.0 |
| Grade 3 | 14.3 | 17.4 | 18.2 |
| Grade 4 | 16.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 58.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 41.7 | 71.1% | 58.7% | 64.3% |
| Teachers | 32.5 | 55.4% | 45.1% | 49.6% |
| Professional Support | 7.2 | 12.3% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.4% | 2.3% | 3.0% |
| Educational Aides: | 17.0 | 28.9% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 34.2 | 58.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 3.1% | 9.9% | 11.1% |
| Hispanic | 12.0 | 36.9% | 38.0% | 28.4% |
| White | 17.5 | 53.9% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 6.1% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.2 | 9.9% | 24.8% | 23.8% |
| Females | 29.3 | 90.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 26.3 | 80.7% | 75.9% | 73.0% |
| Masters | 6.3 | 19.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 3.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 10.0 | 30.7% | 30.1% | 27.8% |
| 6-10 Years Experience | 8.3 | 25.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 9.0 | 27.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.2 | 9.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 3.1% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.0 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 11.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 11.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 24.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 24.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$56,648 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,283 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,751 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$60,924 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,661 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,888 | \$60,082 | \$57,641 |
| Professional Support | \$64,324 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$106,670 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 9.7 | 29.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 16.5 | 50.7% | 63.3% | 71.0% |
| Special Education | 6.3 | 19.5% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MCMASTERS EL (101917122) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: STUCHBERY EL

Campus Number: 101917123

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 54% | 44% | 50% | 70% | - | 89% | - | * | 23% | * | 52% | 63% | 53% | 46% |
| | 2019 | 76% | 80% | 80% | 71% | 84% | 80% | - | 77% | - | * | 64% | * | 83% | 73% | 80% | 94% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 23% | 17% | 20% | 20% | - | 56% | - | * | 0% | * | 23% | 21% | 21% | 27% |
| | 2019 | 45% | 42% | 43% | 23% | 48% | 40% | - | 54% | - | * | 21% | * | 48% | 27% | 43% | 60% |
| At Masters Grade Level | 2021 | 19% | 12% | 9% | 6% | 9% | 10% | - | 11% | - | * | 0% | * | 10% | 5% | 6% | 8% |
| | 2019 | 27% | 23% | 23% | 10% | 23% | 20% | - | 38% | - | * | 7% | * | 24% | 17% | 23% | 38% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 45% | 22% | 48% | 33% | - | 89% | - | * | 15% | * | 44% | 47% | 44% | 46% |
| | 2019 | 79% | 78% | 77% | 58% | 83% | 80% | - | 85% | - | * | 57% | * | 80% | 70% | 77% | 92% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 16% | 6% | 13% | 11% | - | 67% | - | * | 0% | * | 19% | 5% | 14% | 27% |
| | 2019 | 49% | 41% | 41% | 13% | 47% | 40% | - | 69% | - | * | 36% | * | 44% | 30% | 40% | 68% |
| At Masters Grade Level | 2021 | 14% | 6% | 5% | 0% | 4% | 0% | - | 33% | - | * | 0% | * | 7% | 0% | 4% | 12% |
| | 2019 | 25% | 17% | 23% | 3% | 29% | 20% | - | 38% | - | * | 14% | * | 24% | 20% | 23% | 46% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 54% | 35% | 54% | 100% | - | 88% | - | * | 38% | * | 55% | 52% | 52% | 65% |
| | 2019 | 75% | 77% | 78% | 72% | 78% | 73% | - | 100% | - | * | 45% | * | 79% | 74% | 77% | 90% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 28% | 19% | 23% | 57% | - | 75% | - | * | 15% | * | 27% | 31% | 27% | 35% |
| | 2019 | 44% | 41% | 45% | 39% | 40% | 64% | - | 78% | - | * | 45% | * | 46% | 42% | 44% | 48% |
| At Masters Grade Level | 2021 | 17% | 8% | 9% | 4% | 11% | 0% | - | 25% | - | * | 0% | * | 8% | 10% | 10% | 12% |
| | 2019 | 22% | 17% | 14% | 6% | 16% | 18% | - | 33% | - | * | 18% | * | 14% | 16% | 12% | 18% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 49% | 38% | 46% | 86% | - | 88% | - | * | 15% | * | 51% | 45% | 51% | 69% |
| | 2019 | 75% | 75% | 69% | 58% | 70% | 73% | - | 89% | - | * | 64% | * | 70% | 66% | 69% | 83% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 18% | 8% | 12% | 29% | - | 88% | - | * | 0% | * | 18% | 17% | 19% | 38% |
| | 2019 | 48% | 40% | 30% | 22% | 30% | 27% | - | 67% | - | * | 45% | * | 30% | 29% | 29% | 43% |
| At Masters Grade Level | 2021 | 21% | 10% | 9% | 4% | 5% | 29% | - | 38% | - | * | 0% | * | 7% | 14% | 8% | 12% |
| | 2019 | 28% | 18% | 12% | 3% | 10% | 18% | - | 56% | - | * | 18% | * | 11% | 13% | 9% | 20% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 54% | 50% | 52% | 71% | - | 75% | - | * | 33% | * | 50% | 63% | 51% | 71% |
| | 2019 | 67% | 66% | 65% | 72% | 57% | 73% | - | 89% | - | * | 45% | * | 67% | 59% | 65% | 59% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 21% | 15% | 16% | 43% | - | 63% | - | * | 0% | * | 17% | 33% | 20% | 25% |
| | 2019 | 35% | 30% | 29% | 25% | 27% | 27% | - | 56% | - | * | 45% | * | 31% | 26% | 29% | 22% |
| At Masters Grade Level | 2021 | 8% | 4% | 5% | 4% | 2% | 29% | - | 13% | - | * | 0% | * | 3% | 11% | 5% | 7% |
| | 2019 | 11% | 8% | 5% | 3% | 4% | 0% | - | 33% | - | * | 9% | * | 4% | 8% | 5% | 10% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 39% | 50% | 70% | - | 86% | - | 0% | 25% | 80% | 50% | 54% | 50% | 60% |
| | 2019 | 78% | 76% | 74% | 66% | 75% | 74% | - | 87% | - | 100% | 56% | 60% | 76% | 68% | 74% | 84% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 13% | 17% | 30% | - | 69% | - | 0% | 3% | 0% | 21% | 23% | 20% | 30% |
| | 2019 | 50% | 45% | 37% | 25% | 38% | 40% | - | 64% | - | 71% | 38% | 20% | 40% | 31% | 37% | 49% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 4% | 6% | 13% | - | 24% | - | 0% | 0% | 0% | 7% | 9% | 7% | 10% |
| | 2019 | 24% | 18% | 15% | 5% | 16% | 14% | - | 40% | - | 43% | 13% | 20% | 16% | 14% | 14% | 28% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 39% | 52% | 82% | - | 88% | - | * | 31% | * | 53% | 56% | 52% | 56% |
| | 2019 | 75% | 72% | 79% | 72% | 81% | 75% | - | 86% | - | * | 56% | * | 81% | 74% | 78% | 92% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 18% | 22% | 35% | - | 65% | - | * | 8% | * | 25% | 27% | 24% | 31% |
| | 2019 | 48% | 42% | 44% | 31% | 44% | 56% | - | 64% | - | * | 32% | * | 47% | 35% | 43% | 54% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 5% | 10% | 6% | - | 18% | - | * | 0% | * | 9% | 8% | 8% | 10% |
| | 2019 | 21% | 15% | 18% | 7% | 19% | 19% | - | 36% | - | * | 12% | * | 19% | 16% | 17% | 29% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 47% | 32% | 47% | 56% | - | 88% | - | * | 15% | * | 48% | 46% | 48% | 58% |
| | 2019 | 82% | 82% | 73% | 58% | 77% | 75% | - | 86% | - | * | 60% | * | 75% | 68% | 73% | 88% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 7% | 13% | 19% | - | 76% | - | * | 0% | * | 19% | 13% | 17% | 33% |
| | 2019 | 52% | 47% | 35% | 18% | 38% | 31% | - | 68% | - | * | 40% | * | 37% | 29% | 34% | 57% |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 2% | 5% | 13% | - | 35% | - | * | 0% | * | 7% | 8% | 6% | 12% |
| | 2019 | 26% | 21% | 18% | 3% | 19% | 19% | - | 45% | - | * | 16% | * | 18% | 16% | 16% | 34% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 54% | 50% | 52% | 71% | - | 75% | - | * | 33% | * | 50% | 63% | 51% | 71% |
| | 2019 | 68% | 66% | 65% | 72% | 57% | 73% | - | 89% | - | * | 45% | * | 67% | 59% | 65% | 59% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | 15% | 16% | 43% | - | 63% | - | * | 0% | * | 17% | 33% | 20% | 25% |
| | 2019 | 38% | 32% | 29% | 25% | 27% | 27% | - | 56% | - | * | 45% | * | 31% | 26% | 29% | 22% |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 4% | 2% | 29% | - | 13% | - | * | 0% | * | 3% | 11% | 5% | 7% |
| | 2019 | 14% | 10% | 5% | 3% | 4% | 0% | - | 33% | - | * | 9% | * | 4% | 8% | 5% | 10% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 62 | 56 | 61 | 68 | - | 83 | - | * | 55 | * | 59 | 70 | 59 | 63 |
| | 2018 | 63 | 61 | 64 | 69 | 61 | 73 | - | 67 | - | * | 90 | - | 65 | 63 | 62 | 55 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 47 | 52 | 42 | 50 | - | 72 | - | * | 82 | * | 48 | 44 | 45 | 41 |
| | 2018 | 65 | 61 | 60 | 67 | 55 | 50 | - | 94 | - | * | 65 | - | 61 | 54 | 59 | 67 |
| All Grades Both Subjects | 2019 | 69 | 69 | 55 | 54 | 51 | 59 | - | 78 | - | * | 68 | * | 54 | 57 | 52 | 52 |
| | 2018 | 69 | 68 | 62 | 68 | 58 | 61 | - | 81 | - | * | 78 | - | 63 | 58 | 60 | 61 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 62 | 56 | 61 | 68 | - | 83 | - | * | 55 | * | 59 | 70 | 59 | 63 |
| | 2018 | 69 | 68 | 64 | 69 | 61 | 73 | - | 67 | - | * | 90 | - | 65 | 63 | 62 | 55 |
| All Grades Mathematics | 2019 | 70 | 70 | 47 | 52 | 42 | 50 | - | 72 | - | * | 82 | * | 48 | 44 | 45 | 41 |
| | 2018 | 70 | 69 | 60 | 67 | 55 | 50 | - | 94 | - | * | 65 | - | 61 | 54 | 59 | 67 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 48% | - | 48% | - | - | - | 85% | - | 85% | - | 56% | 48% | 60% | - |
| | 2019 | 78% | 76% | 74% | 84% | - | 84% | - | - | - | 88% | - | 88% | - | 76% | | 84% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 15% | - | 15% | - | - | - | 67% | - | 67% | - | 17% | 18% | 30% | - |
| | 2019 | 50% | 45% | 37% | 46% | - | 46% | - | - | - | 60% | - | 60% | - | 35% | | 47% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 4% | - | 4% | - | - | - | 21% | - | 21% | - | 11% | 7% | 10% | - |
| | 2019 | 24% | 18% | 15% | 28% | - | 28% | - | - | - | 35% | - | 35% | - | 14% | | 27% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 40% | - | 40% | - | - | - | 88% | - | 88% | - | 50% | 54% | 56% | - |
| | 2019 | 75% | 72% | 79% | 94% | - | 94% | - | - | - | 89% | - | 89% | - | 87% | | 92% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 17% | - | 17% | - | - | - | 63% | - | 63% | - | 17% | 24% | 31% | - |
| | 2019 | 48% | 42% | 44% | 52% | - | 52% | - | - | - | 61% | - | 61% | - | 40% | | 52% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 10% | - | 10% | - | - | - | 13% | - | 13% | - | 0% | 9% | 10% | - |
| | 2019 | 21% | 15% | 18% | 30% | - | 30% | - | - | - | 33% | - | 33% | - | 20% | | 29% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 47% | 40% | - | 40% | - | - | - | 88% | - | 88% | - | 67% | 43% | 58% | - |
| | 2019 | 82% | 82% | 73% | 90% | - | 90% | - | - | - | 89% | - | 89% | - | 80% | | 88% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 13% | - | 13% | - | - | - | 75% | - | 75% | - | 17% | 12% | 33% | - |
| | 2019 | 52% | 47% | 35% | 58% | - | 58% | - | - | - | 67% | - | 67% | - | 40% | | 57% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 0% | - | 0% | - | - | - | 31% | - | 31% | - | 17% | 6% | 12% | - |
| | 2019 | 26% | 21% | 18% | 36% | - | 36% | - | - | - | 44% | - | 44% | - | 13% | | 34% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 54% | 80% | - | 80% | - | - | - | 71% | - | 71% | - | 50% | 46% | 71% | - |
| | 2019 | 68% | 66% | 65% | 45% | - | 45% | - | - | - | 86% | - | 86% | - | 43% | | 53% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | 13% | - | 13% | - | - | - | 57% | - | 57% | - | 17% | 20% | 25% | - |
| | 2019 | 38% | 32% | 29% | 0% | - | 0% | - | - | - | 43% | - | 43% | - | 14% | | 12% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 0% | - | 0% | - | - | - | 14% | - | 14% | - | 17% | 4% | 7% | - |
| | 2019 | 14% | 10% | 5% | 0% | - | 0% | - | - | - | 14% | - | 14% | - | 0% | | 3% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 93% | 95% | 91% | 98% | - | 100% | - | 100% | 86% | 100% | 92% | 95% | 93% | 98% |
| Included in Accountability | 83% | 88% | 83% | 86% | 79% | 85% | - | 100% | - | 100% | 75% | 100% | 88% | 71% | 82% | 81% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 10% | 5% | 13% | - | 0% | - | 0% | 6% | 0% | 3% | 14% | 7% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 7% | 0% | - | 0% | - | 0% | 5% | 0% | 1% | 10% | 5% | 15% |
| Not Tested | 12% | 6% | 7% | 5% | 9% | 2% | - | 0% | - | 0% | 14% | 0% | 8% | 5% | 7% | 2% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 1% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 7% | 5% | 9% | 2% | - | 0% | - | 0% | 13% | 0% | 7% | 5% | 6% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 92% | 90% | 90% | 100% | - | 100% | - | 100% | 87% | 67% | 96% | 82% | 92% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | 10% | 9% | 0% | - | 0% | - | 0% | 13% | 33% | 4% | 17% | 8% | 8% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.1% | 98.7% | 99.2% | 98.7% | - | 99.6% | * | * | 98.9% | 99.0% | 99.6% |
| 2018-19 | 95.4% | 94.4% | 95.9% | 95.9% | 95.9% | 94.4% | * | 97.8% | * | 92.3% | 94.9% | 95.9% | 97.2% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 2.6% | 3.7% | 1.6% | 8.6% | - | 2.5% | * | 0.0% | 3.2% | 2.4% | 0.0% |
| 2018-19 | 11.4% | 15.3% | 9.9% | 12.3% | 9.1% | 14.7% | * | 2.4% | * | 28.6% | 11.5% | 9.4% | 4.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 628 | 100.0% | 50,547 | 5,359,040 | 628 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 2 | 0.3% | 0.3% | 0.3% | 2 | 0.3% | 0.3% | 0.4% |
| Pre-Kindergarten | 58 | 9.2% | 3.8% | 3.7% | 58 | 9.2% | 3.7% | 3.7% |
| Kindergarten | 117 | 18.6% | 6.4% | 6.7% | 117 | 18.6% | 6.4% | 6.7% |
| Grade 1 | 106 | 16.9% | 6.8% | 7.1% | 106 | 16.9% | 6.8% | 7.1% |
| Grade 2 | 111 | 17.7% | 6.7% | 7.1% | 111 | 17.7% | 6.7% | 7.1% |
| Grade 3 | 111 | 17.7% | 6.9% | 7.1% | 111 | 17.7% | 6.9% | 7.1% |
| Grade 4 | 123 | 19.6% | 7.1% | 7.2% | 123 | 19.6% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 138 | 22.0% | 7.7% | 12.7% | 138 | 22.0% | 7.7% | 12.7% |
| Hispanic | 381 | 60.7% | 83.2% | 52.9% | 381 | 60.7% | 83.2% | 52.9% |
| White | 56 | 8.9% | 5.3% | 26.5% | 56 | 8.9% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 40 | 6.4% | 3.0% | 4.7% | 40 | 6.4% | 3.0% | 4.7% |
| Pacific Islander | 3 | 0.5% | 0.1% | 0.2% | 3 | 0.5% | 0.1% | 0.2% |
| Two or More Races | 9 | 1.4% | 0.7% | 2.7% | 9 | 1.4% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 309 | 49.2% | 48.5% | 48.9% | 309 | 49.2% | 48.5% | 48.9% |
| Male | 319 | 50.8% | 51.5% | 51.1% | 319 | 50.8% | 51.5% | 51.1% |
| Economically Disadvantaged | 515 | 82.0% | 83.8% | 60.3% | 515 | 82.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 113 | 18.0% | 16.2% | 39.7% | 113 | 18.0% | 16.3% | 39.8% |
| Section 504 Students | 16 | 2.5% | 5.8% | 7.2% | 16 | 2.5% | 5.7% | 7.2% |
| EB Students/EL | 182 | 29.0% | 30.0% | 20.7% | 182 | 29.0% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 12 | 1.9% | 4.6% | 4.5% | 12 | 1.9% | 4.6% | 4.5% |
| Foster Care | 3 | 0.5% | 0.1% | 0.3% | 3 | 0.5% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 3 | 0.5% | 0.8% | 1.1% | 3 | 0.5% | 0.8% | 1.1% |
| Immigrant | 27 | 4.3% | 2.8% | 2.0% | 27 | 4.3% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 628 | 100.0% | 68.6% | 64.5% | 628 | 100.0% | 68.5% | 64.5% |
| Military Connected | 7 | 1.1% | 0.4% | 2.7% | 7 | 1.1% | 0.4% | 2.7% |
| At-Risk | 261 | 41.6% | 58.7% | 49.2% | 261 | 41.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 161 | 25.6% | 28.1% | 21.0% | 161 | 25.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 53 | 8.4% | 5.6% | 8.3% | 53 | 8.4% | 5.6% | 8.3% |
| Special Education | 67 | 10.7% | 11.9% | 11.1% | 67 | 10.7% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 67 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 24 | 35.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 18 | 26.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 13 | 19.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 70 | 12.8% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 28 | 5.1% | 2.2% | 2.8% | | | | |
| Hispanic | 30 | 5.5% | 10.6% | 7.1% | | | | |
| White | 8 | 1.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 4 | 0.7% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 4.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 14 | 9.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 59 | 13.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 97 | 18.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 0.0% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 1.0% | 2.8% | 1.0% | 13.3% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 21.3 | 17.4 | 17.7 |
| Grade 1 | 20.8 | 17.9 | 18.0 |
| Grade 2 | 16.6 | 16.4 | 18.0 |
| Grade 3 | 17.9 | 17.4 | 18.2 |
| Grade 4 | 17.3 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 70.6 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 54.8 | 77.5% | 58.7% | 64.3% |
| Teachers | 46.2 | 65.5% | 45.1% | 49.6% |
| Professional Support | 6.5 | 9.2% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.3% | 3.0% |
| Educational Aides: | 15.9 | 22.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 36.2 | 51.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 8.6% | 9.9% | 11.1% |
| Hispanic | 16.0 | 34.6% | 38.0% | 28.4% |
| White | 26.2 | 56.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 5.2 | 11.2% | 24.8% | 23.8% |
| Females | 41.1 | 88.8% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 33.2 | 71.7% | 75.9% | 73.0% |
| Masters | 13.1 | 28.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 11.0 | 23.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 11.1 | 24.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 17.2 | 37.1% | 28.3% | 29.1% |
| 21-30 Years Experience | 7.0 | 15.1% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 4.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$56,540 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,427 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,287 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$59,119 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,994 | \$60,082 | \$57,641 |
| Professional Support | \$69,898 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,871 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 11.5 | 24.8% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 31.8 | 68.8% | 63.3% | 71.0% |
| Special Education | 3.0 | 6.4% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
STUCHBERY EL (101917123) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: ATKINSON EL

Campus Number: 101917124

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 60% | 50% | 60% | * | - | 78% | - | * | 31% | * | 62% | 50% | 56% | 52% |
| | 2019 | 76% | 80% | 87% | 71% | 86% | 86% | - | 100% | - | - | 45% | * | 87% | 83% | 88% | 91% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 29% | 17% | 29% | * | - | 33% | - | * | 8% | * | 27% | 40% | 29% | 36% |
| | 2019 | 45% | 42% | 58% | 57% | 54% | 57% | - | 82% | - | - | 27% | * | 59% | 50% | 62% | 66% |
| At Masters Grade Level | 2021 | 19% | 12% | 10% | 0% | 9% | * | - | 11% | - | * | 0% | * | 8% | 20% | 8% | 9% |
| | 2019 | 27% | 23% | 34% | 14% | 35% | 29% | - | 45% | - | - | 9% | * | 35% | 28% | 37% | 43% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 52% | 67% | 51% | * | - | 56% | - | * | 23% | * | 53% | 40% | 48% | 48% |
| | 2019 | 79% | 78% | 74% | 43% | 72% | 100% | - | 91% | - | - | 27% | * | 73% | 78% | 77% | 89% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 18% | 17% | 14% | * | - | 44% | - | * | 8% | * | 18% | 20% | 15% | 21% |
| | 2019 | 49% | 41% | 40% | 29% | 32% | 71% | - | 82% | - | - | 9% | * | 42% | 33% | 42% | 51% |
| At Masters Grade Level | 2021 | 14% | 6% | 6% | 0% | 5% | * | - | 22% | - | * | 0% | * | 7% | 0% | 5% | 9% |
| | 2019 | 25% | 17% | 20% | 0% | 14% | 43% | - | 55% | - | - | 0% | * | 22% | 11% | 20% | 29% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 63% | * | 59% | * | - | 100% | - | - | 11% | * | 63% | * | 57% | 48% |
| | 2019 | 75% | 77% | 88% | 83% | 88% | 75% | - | 100% | - | * | 50% | - | 88% | 89% | 87% | 90% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 24% | * | 22% | * | - | 50% | - | - | 0% | * | 23% | * | 18% | 14% |
| | 2019 | 44% | 41% | 49% | 50% | 45% | 50% | - | 73% | - | * | 30% | - | 48% | 53% | 48% | 50% |
| At Masters Grade Level | 2021 | 17% | 8% | 10% | * | 11% | * | - | 17% | - | - | 0% | * | 9% | * | 7% | 7% |
| | 2019 | 22% | 17% | 26% | 17% | 23% | 38% | - | 45% | - | * | 20% | - | 27% | 21% | 24% | 29% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 47% | * | 41% | * | - | 83% | - | - | 0% | * | 45% | * | 39% | 28% |
| | 2019 | 75% | 75% | 87% | 83% | 86% | 75% | - | 100% | - | * | 50% | - | 89% | 79% | 89% | 95% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 15% | * | 13% | * | - | 33% | - | - | 0% | * | 16% | * | 7% | 3% |
| | 2019 | 48% | 40% | 59% | 50% | 55% | 50% | - | 91% | - | * | 50% | - | 60% | 53% | 57% | 62% |
| At Masters Grade Level | 2021 | 21% | 10% | 7% | * | 7% | * | - | 17% | - | - | 0% | * | 8% | * | 4% | 0% |
| | 2019 | 28% | 18% | 35% | 17% | 32% | 38% | - | 64% | - | * | 40% | - | 36% | 32% | 32% | 43% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 46% | * | 44% | * | - | 67% | - | - | 0% | * | 45% | * | 41% | 31% |
| | 2019 | 67% | 66% | 75% | 67% | 74% | 63% | - | 100% | - | * | 40% | - | 75% | 74% | 76% | 83% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 13% | * | 13% | * | - | 33% | - | - | 0% | * | 13% | * | 7% | 3% |
| | 2019 | 35% | 30% | 28% | 17% | 23% | 50% | - | 55% | - | * | 30% | - | 27% | 32% | 25% | 29% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | * | 2% | * | - | 17% | - | - | 0% | * | 3% | * | 0% | 0% |
| | 2019 | 11% | 8% | 7% | 0% | 6% | 13% | - | 9% | - | * | 0% | - | 8% | 0% | 6% | 5% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 58% | 51% | 43% | - | 75% | - | * | 15% | 25% | 54% | 53% | 49% | 42% |
| | 2019 | 78% | 76% | 82% | 69% | 81% | 79% | - | 98% | - | * | 42% | * | 82% | 81% | 83% | 90% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 20% | 13% | 18% | 7% | - | 39% | - | * | 4% | 0% | 20% | 25% | 15% | 16% |
| | 2019 | 50% | 45% | 47% | 41% | 42% | 55% | - | 76% | - | * | 29% | * | 47% | 44% | 47% | 51% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 0% | 7% | 0% | - | 17% | - | * | 0% | 0% | 7% | 9% | 5% | 5% |
| | 2019 | 24% | 18% | 24% | 9% | 22% | 32% | - | 44% | - | * | 13% | * | 26% | 18% | 24% | 29% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | 60% | 60% | 40% | - | 87% | - | * | 23% | * | 62% | 57% | 57% | 50% |
| | 2019 | 75% | 72% | 87% | 77% | 87% | 80% | - | 100% | - | * | 48% | * | 88% | 86% | 88% | 91% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 10% | 26% | 20% | - | 40% | - | * | 5% | * | 26% | 36% | 24% | 26% |
| | 2019 | 48% | 42% | 53% | 54% | 50% | 53% | - | 77% | - | * | 29% | * | 54% | 51% | 55% | 57% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 0% | 10% | 0% | - | 13% | - | * | 0% | * | 9% | 21% | 8% | 8% |
| | 2019 | 21% | 15% | 30% | 15% | 29% | 33% | - | 45% | - | * | 14% | * | 32% | 24% | 31% | 35% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 50% | 70% | 46% | 40% | - | 67% | - | * | 14% | * | 50% | 50% | 44% | 39% |
| | 2019 | 82% | 82% | 80% | 62% | 79% | 87% | - | 95% | - | * | 38% | * | 81% | 78% | 83% | 92% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 20% | 13% | 0% | - | 40% | - | * | 5% | * | 17% | 14% | 11% | 13% |
| | 2019 | 52% | 47% | 49% | 38% | 43% | 60% | - | 86% | - | * | 29% | * | 51% | 43% | 49% | 57% |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 0% | 6% | 0% | - | 20% | - | * | 0% | * | 7% | 0% | 4% | 5% |
| | 2019 | 26% | 21% | 27% | 8% | 22% | 40% | - | 59% | - | * | 19% | * | 28% | 22% | 26% | 36% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 46% | * | 44% | * | - | 67% | - | - | 0% | * | 45% | * | 41% | 31% |
| | 2019 | 68% | 66% | 75% | 67% | 74% | 63% | - | 100% | - | * | 40% | - | 75% | 74% | 76% | 83% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 13% | * | 13% | * | - | 33% | - | - | 0% | * | 13% | * | 7% | 3% |
| | 2019 | 38% | 32% | 28% | 17% | 23% | 50% | - | 55% | - | * | 30% | - | 27% | 32% | 25% | 29% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | * | 2% | * | - | 17% | - | - | 0% | * | 3% | * | 0% | 0% |
| | 2019 | 14% | 10% | 7% | 0% | 6% | 13% | - | 9% | - | * | 0% | - | 8% | 0% | 6% | 5% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 74 | 67 | 75 | 75 | - | 77 | - | * | 72 | - | 73 | 79 | 71 | 69 |
| | 2018 | 63 | 61 | 66 | * | 66 | 82 | - | 58 | - | - | 70 | * | 67 | 64 | 68 | 68 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 84 | 83 | 82 | 88 | - | 91 | - | * | 70 | - | 84 | 81 | 81 | 80 |
| | 2018 | 65 | 61 | 71 | * | 68 | 64 | - | 92 | - | - | 65 | * | 73 | 61 | 73 | 66 |
| All Grades Both Subjects | 2019 | 69 | 69 | 79 | 75 | 79 | 81 | - | 84 | - | * | 71 | - | 79 | 80 | 76 | 75 |
| | 2018 | 69 | 68 | 69 | * | 67 | 73 | - | 75 | - | - | 68 | * | 70 | 63 | 71 | 67 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 74 | 67 | 75 | 75 | - | 77 | - | * | 72 | - | 73 | 79 | 71 | 69 |
| | 2018 | 69 | 68 | 66 | * | 66 | 82 | - | 58 | - | - | 70 | * | 67 | 64 | 68 | 68 |
| All Grades Mathematics | 2019 | 70 | 70 | 84 | 83 | 82 | 88 | - | 91 | - | * | 70 | - | 84 | 81 | 81 | 80 |
| | 2018 | 70 | 69 | 71 | * | 68 | 64 | - | 92 | - | - | 65 | * | 73 | 61 | 73 | 66 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 36% | - | 36% | - | - | - | 59% | - | 59% | - | 57% | 62% | 42% | - |
| | 2019 | 78% | 76% | 82% | 87% | - | 87% | - | - | - | 96% | - | 96% | - | 72% | | 88% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 20% | 13% | - | 13% | - | - | - | 25% | - | 25% | - | 29% | 23% | 16% | - |
| | 2019 | 50% | 45% | 47% | 37% | - | 37% | - | - | - | 71% | - | 71% | - | 28% | | 47% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 4% | - | 4% | - | - | - | 9% | - | 9% | - | 0% | 9% | 5% | - |
| | 2019 | 24% | 18% | 24% | 21% | - | 21% | - | - | - | 41% | - | 41% | - | 17% | | 27% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | 41% | - | 41% | - | - | - | 69% | - | 69% | - | * | 70% | 50% | - |
| | 2019 | 75% | 72% | 87% | 86% | - | 86% | - | - | - | 95% | - | 95% | - | 88% | | 89% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 26% | 24% | - | 24% | - | - | - | 31% | - | 31% | - | * | 27% | 26% | - |
| | 2019 | 48% | 42% | 53% | 46% | - | 46% | - | - | - | 70% | - | 70% | - | 38% | | 52% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 9% | - | 9% | - | - | - | 8% | - | 8% | - | * | 11% | 8% | - |
| | 2019 | 21% | 15% | 30% | 30% | - | 30% | - | - | - | 35% | - | 35% | - | 25% | | 31% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 50% | 33% | - | 33% | - | - | - | 62% | - | 62% | - | * | 57% | 39% | - |
| | 2019 | 82% | 82% | 80% | 95% | - | 95% | - | - | - | 100% | - | 100% | - | 50% | | 91% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 17% | 7% | - | 7% | - | - | - | 31% | - | 31% | - | * | 19% | 13% | - |
| | 2019 | 52% | 47% | 49% | 41% | - | 41% | - | - | - | 85% | - | 85% | - | 13% | | 51% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 7% | 2% | - | 2% | - | - | - | 15% | - | 15% | - | * | 8% | 5% | - |
| | 2019 | 26% | 21% | 27% | 22% | - | 22% | - | - | - | 60% | - | 60% | - | 13% | | 32% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 46% | 32% | - | 32% | - | - | - | 33% | - | 33% | - | * | 56% | 31% | - |
| | 2019 | 68% | 66% | 75% | 72% | - | 72% | - | - | - | 91% | - | 91% | - | * | | 81% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 13% | 5% | - | 5% | - | - | - | 0% | - | 0% | - | * | 21% | 3% | - |
| | 2019 | 38% | 32% | 28% | 11% | - | 11% | - | - | - | 45% | - | 45% | - | * | | 26% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 0% | - | 0% | - | - | - | 0% | - | 0% | - | * | 5% | 0% | - |
| | 2019 | 14% | 10% | 7% | 0% | - | 0% | - | - | - | 18% | - | 18% | - | * | | 6% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 100% | 100% | 100% | - | 93% | - | * | 95% | 100% | 99% | 100% | 99% | 99% |
| Included in Accountability | 83% | 88% | 91% | 80% | 92% | 100% | - | 84% | - | * | 90% | 100% | 95% | 62% | 92% | 89% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 20% | 5% | 0% | - | 0% | - | * | 0% | 0% | 3% | 21% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | 9% | - | * | 5% | 0% | 0% | 17% | 2% | 6% |
| Not Tested | 12% | 6% | 1% | 0% | 0% | 0% | - | 7% | - | * | 5% | 0% | 1% | 0% | 1% | 1% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 1% | 0% | 0% | 0% | - | 7% | - | * | 5% | 0% | 1% | 0% | 1% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 99% | 100% | - | 100% | - | * | 96% | * | 99% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 98% | 94% | 97% | 100% | - | 100% | - | * | 96% | * | 99% | 91% | 99% | 99% |
| Not Included in Accountability: Mobile | 4% | 3% | 2% | 6% | 2% | 0% | - | 0% | - | * | 0% | * | 0% | 9% | 1% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 1% | 0% | - | 0% | - | * | 4% | * | 1% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 1% | 0% | - | 0% | - | * | 4% | * | 1% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.2% | 98.3% | 99.1% | 98.8% | * | 99.9% | - | * | 98.8% | 99.1% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 96.5% | 97.6% | 96.2% | 96.2% | * | 98.2% | * | * | 94.2% | 96.5% | 97.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.3% | 10.7% | 3.6% | 11.1% | * | 0.0% | - | * | 6.1% | 4.6% | 3.6% |
| 2018-19 | 11.4% | 15.3% | 6.5% | 0.0% | 7.1% | 11.1% | * | 2.4% | * | * | 11.9% | 6.3% | 5.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 460 | 100.0% | 50,547 | 5,359,040 | 460 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 48 | 10.4% | 3.8% | 3.7% | 48 | 10.4% | 3.7% | 3.7% |
| Kindergarten | 80 | 17.4% | 6.4% | 6.7% | 80 | 17.4% | 6.4% | 6.7% |
| Grade 1 | 84 | 18.3% | 6.8% | 7.1% | 84 | 18.3% | 6.8% | 7.1% |
| Grade 2 | 70 | 15.2% | 6.7% | 7.1% | 70 | 15.2% | 6.7% | 7.1% |
| Grade 3 | 96 | 20.9% | 6.9% | 7.1% | 96 | 20.9% | 6.9% | 7.1% |
| Grade 4 | 82 | 17.8% | 7.1% | 7.2% | 82 | 17.8% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 26 | 5.7% | 7.7% | 12.7% | 26 | 5.7% | 7.7% | 12.7% |
| Hispanic | 364 | 79.1% | 83.2% | 52.9% | 364 | 79.1% | 83.2% | 52.9% |
| White | 19 | 4.1% | 5.3% | 26.5% | 19 | 4.1% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 45 | 9.8% | 3.0% | 4.7% | 45 | 9.8% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 5 | 1.1% | 0.7% | 2.7% | 5 | 1.1% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 215 | 46.7% | 48.5% | 48.9% | 215 | 46.7% | 48.5% | 48.9% |
| Male | 245 | 53.3% | 51.5% | 51.1% | 245 | 53.3% | 51.5% | 51.1% |
| Economically Disadvantaged | 360 | 78.3% | 83.8% | 60.3% | 360 | 78.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 100 | 21.7% | 16.2% | 39.7% | 100 | 21.7% | 16.3% | 39.8% |
| Section 504 Students | 18 | 3.9% | 5.8% | 7.2% | 18 | 3.9% | 5.7% | 7.2% |
| EB Students/EL | 164 | 35.7% | 30.0% | 20.7% | 164 | 35.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 21 | 4.6% | 4.6% | 4.5% | 21 | 4.6% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 0.9% | 0.8% | 1.1% | 4 | 0.9% | 0.8% | 1.1% |
| Immigrant | 15 | 3.3% | 2.8% | 2.0% | 15 | 3.3% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 460 | 100.0% | 68.6% | 64.5% | 460 | 100.0% | 68.5% | 64.5% |
| Military Connected | 6 | 1.3% | 0.4% | 2.7% | 6 | 1.3% | 0.4% | 2.7% |
| At-Risk | 258 | 56.1% | 58.7% | 49.2% | 258 | 56.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 153 | 33.3% | 28.1% | 21.0% | 153 | 33.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 9 | 2.0% | 5.6% | 8.3% | 9 | 2.0% | 5.6% | 8.3% |
| Special Education | 61 | 13.3% | 11.9% | 11.1% | 61 | 13.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 61 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 20 | 32.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 17 | 27.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 16 | 26.2% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 8 | 13.1% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 37 | 9.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 1.5% | 2.2% | 2.8% | | | | |
| Hispanic | 28 | 7.0% | 10.6% | 7.1% | | | | |
| White | 2 | 0.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 4.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 8 | 5.8% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 28 | 9.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 58 | 15.5% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 12.7% | 8.0% | 1.9% | 15.8% | 8.8% | 3.2% |
| Grade 2 | 1.2% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 1.2% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 20.0 | 17.4 | 17.7 |
| Grade 1 | 19.7 | 17.9 | 18.0 |
| Grade 2 | 12.8 | 16.4 | 18.0 |
| Grade 3 | 16.4 | 17.4 | 18.2 |
| Grade 4 | 13.1 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 57.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 44.9 | 78.7% | 58.7% | 64.3% |
| Teachers | 36.8 | 64.4% | 45.1% | 49.6% |
| Professional Support | 6.2 | 10.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.5% | 2.3% | 3.0% |
| Educational Aides: | 12.2 | 21.3% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 28.6 | 50.1% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.4 | 1.1% | 9.9% | 11.1% |
| Hispanic | 12.0 | 32.6% | 38.0% | 28.4% |
| White | 22.3 | 60.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 5.4% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 0.0 | 0.0% | 24.8% | 23.8% |
| Females | 36.8 | 100.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 29.3 | 79.8% | 75.9% | 73.0% |
| Masters | 7.4 | 20.2% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 8.0 | 21.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 9.4 | 25.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 14.0 | 38.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.0 | 10.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.3 | 0.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.5 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 24.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 24.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 13.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 13.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.4 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$50,127 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,557 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,113 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,399 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$51,731 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$48,227 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$57,235 | \$60,082 | \$57,641 |
| Professional Support | \$64,502 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$109,271 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 10.4 | 28.4% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 22.6 | 61.5% | 63.3% | 71.0% |
| Special Education | 3.7 | 10.1% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
ATKINSON EL (101917124) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: JENSEN EL

Campus Number: 101917125

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 70% | 79% | 68% | 71% | - | - | - | - | 20% | * | 77% | 36% | 68% | 77% |
| | 2019 | 76% | 80% | 86% | 75% | 89% | 60% | - | - | - | * | 40% | * | 88% | 79% | 85% | 97% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 30% | 21% | 35% | 0% | - | - | - | - | 20% | * | 35% | 7% | 28% | 37% |
| | 2019 | 45% | 42% | 44% | 42% | 45% | 40% | - | - | - | * | 20% | * | 45% | 37% | 39% | 50% |
| At Masters Grade Level | 2021 | 19% | 12% | 13% | 0% | 18% | 0% | - | - | - | - | 10% | * | 16% | 0% | 13% | 27% |
| | 2019 | 27% | 23% | 28% | 17% | 30% | 20% | - | - | - | * | 0% | * | 28% | 26% | 25% | 33% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 59% | 50% | 63% | 43% | - | - | - | - | 40% | * | 64% | 36% | 58% | 80% |
| | 2019 | 79% | 78% | 77% | 75% | 80% | 40% | - | - | - | * | 20% | * | 78% | 74% | 76% | 83% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 27% | 7% | 31% | 29% | - | - | - | - | 40% | * | 29% | 14% | 26% | 40% |
| | 2019 | 49% | 41% | 42% | 67% | 40% | 20% | - | - | - | * | 20% | * | 40% | 47% | 40% | 50% |
| At Masters Grade Level | 2021 | 14% | 6% | 7% | 0% | 8% | 14% | - | - | - | - | 10% | * | 7% | 7% | 6% | 10% |
| | 2019 | 25% | 17% | 21% | 17% | 22% | 20% | - | - | - | * | 20% | * | 22% | 16% | 19% | 28% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 57% | 0% | 65% | 50% | - | - | - | - | 17% | * | 58% | 55% | 55% | 71% |
| | 2019 | 75% | 77% | 86% | 78% | 87% | 83% | - | - | - | - | 50% | * | 86% | 86% | 88% | 89% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 32% | 0% | 35% | 50% | - | - | - | - | 0% | * | 31% | 36% | 30% | 35% |
| | 2019 | 44% | 41% | 41% | 33% | 42% | 50% | - | - | - | - | 33% | * | 37% | 57% | 40% | 50% |
| At Masters Grade Level | 2021 | 17% | 8% | 12% | 0% | 13% | 17% | - | - | - | - | 0% | * | 10% | 18% | 12% | 12% |
| | 2019 | 22% | 17% | 16% | 22% | 15% | 17% | - | - | - | - | 17% | * | 13% | 29% | 14% | 21% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 54% | 0% | 59% | 67% | - | - | - | - | 17% | * | 52% | 59% | 51% | 62% |
| | 2019 | 75% | 75% | 84% | 78% | 83% | 100% | - | - | - | - | 50% | * | 85% | 81% | 83% | 82% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 27% | 0% | 30% | 33% | - | - | - | - | 0% | * | 27% | 27% | 28% | 32% |
| | 2019 | 48% | 40% | 54% | 33% | 54% | 83% | - | - | - | - | 50% | * | 51% | 62% | 50% | 66% |
| At Masters Grade Level | 2021 | 21% | 10% | 12% | 0% | 13% | 17% | - | - | - | - | 0% | * | 11% | 14% | 13% | 12% |
| | 2019 | 28% | 18% | 22% | 0% | 26% | 0% | - | - | - | - | 0% | * | 22% | 24% | 21% | 37% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 50% | 11% | 55% | 50% | - | - | - | - | 17% | * | 52% | 45% | 49% | 53% |
| | 2019 | 67% | 66% | 74% | 75% | 74% | 83% | - | - | - | - | 33% | * | 73% | 80% | 75% | 76% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 13% | 0% | 14% | 17% | - | - | - | - | 0% | * | 13% | 14% | 15% | 9% |
| | 2019 | 35% | 30% | 38% | 25% | 38% | 50% | - | - | - | - | 33% | * | 33% | 55% | 36% | 37% |
| At Masters Grade Level | 2021 | 8% | 4% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 11% | 8% | 10% | 13% | 10% | 17% | - | - | - | - | 0% | * | 6% | 25% | 10% | 13% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 58% | 35% | 62% | 56% | - | - | - | - | 24% | 71% | 61% | 48% | 57% | 68% |
| | 2019 | 78% | 76% | 82% | 76% | 83% | 75% | - | - | - | * | 39% | 83% | 82% | 80% | 81% | 85% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 26% | 7% | 29% | 25% | - | - | - | - | 16% | 29% | 27% | 21% | 26% | 30% |
| | 2019 | 50% | 45% | 44% | 42% | 44% | 50% | - | - | - | * | 32% | 28% | 41% | 52% | 41% | 51% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | 10% | 9% | - | - | - | - | 5% | 0% | 9% | 9% | 9% | 12% |
| | 2019 | 24% | 18% | 19% | 14% | 21% | 14% | - | - | - | * | 7% | 11% | 18% | 24% | 18% | 26% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 63% | 48% | 66% | 62% | - | - | - | - | 19% | * | 68% | 47% | 62% | 73% |
| | 2019 | 75% | 72% | 86% | 76% | 88% | 73% | - | - | - | * | 45% | 71% | 87% | 83% | 86% | 93% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 13% | 35% | 23% | - | - | - | - | 13% | * | 33% | 25% | 29% | 36% |
| | 2019 | 48% | 42% | 43% | 38% | 43% | 45% | - | - | - | * | 27% | 14% | 41% | 48% | 40% | 50% |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 0% | 15% | 8% | - | - | - | - | 6% | * | 13% | 11% | 12% | 19% |
| | 2019 | 21% | 15% | 22% | 19% | 23% | 18% | - | - | - | * | 9% | 0% | 21% | 28% | 20% | 27% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 56% | 30% | 61% | 54% | - | - | - | - | 31% | * | 58% | 50% | 55% | 70% |
| | 2019 | 82% | 82% | 81% | 76% | 81% | 73% | - | - | - | * | 36% | 100% | 81% | 78% | 80% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 27% | 4% | 31% | 31% | - | - | - | - | 25% | * | 28% | 22% | 27% | 36% |
| | 2019 | 52% | 47% | 48% | 52% | 47% | 55% | - | - | - | * | 36% | 43% | 46% | 55% | 45% | 58% |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 0% | 11% | 15% | - | - | - | - | 6% | * | 9% | 11% | 9% | 11% |
| | 2019 | 26% | 21% | 22% | 10% | 24% | 9% | - | - | - | * | 9% | 29% | 22% | 20% | 20% | 32% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 50% | 11% | 55% | 50% | - | - | - | - | 17% | * | 52% | 45% | 49% | 53% |
| | 2019 | 68% | 66% | 74% | 75% | 74% | 83% | - | - | - | - | 33% | * | 73% | 80% | 75% | 76% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 13% | 0% | 14% | 17% | - | - | - | - | 0% | * | 13% | 14% | 15% | 9% |
| | 2019 | 38% | 32% | 38% | 25% | 38% | 50% | - | - | - | - | 33% | * | 33% | 55% | 36% | 37% |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 14% | 10% | 10% | 13% | 10% | 17% | - | - | - | - | 0% | * | 6% | 25% | 10% | 13% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 73 | 72 | 73 | 75 | - | - | - | - | 75 | * | 72 | 76 | 75 | 71 |
| | 2018 | 63 | 61 | 55 | 60 | 53 | 57 | - | - | - | - | 50 | * | 52 | 60 | 51 | 52 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 77 | 89 | 76 | 75 | - | - | - | - | 67 | * | 76 | 81 | 74 | 78 |
| | 2018 | 65 | 61 | 56 | 53 | 59 | 29 | - | - | - | - | 27 | * | 56 | 58 | 58 | 51 |
| All Grades Both Subjects | 2019 | 69 | 69 | 75 | 81 | 75 | 75 | - | - | - | - | 71 | 57 | 74 | 79 | 75 | 76 |
| | 2018 | 69 | 68 | 56 | 57 | 56 | 43 | - | - | - | - | 38 | * | 54 | 59 | 55 | 52 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 73 | 72 | 73 | 75 | - | - | - | - | 75 | * | 72 | 76 | 75 | 71 |
| | 2018 | 69 | 68 | 55 | 60 | 53 | 57 | - | - | - | - | 50 | * | 52 | 60 | 51 | 52 |
| All Grades Mathematics | 2019 | 70 | 70 | 77 | 89 | 76 | 75 | - | - | - | - | 67 | * | 76 | 81 | 74 | 78 |
| | 2018 | 70 | 69 | 56 | 53 | 59 | 29 | - | - | - | - | 27 | * | 56 | 58 | 58 | 51 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 58% | 69% | - | 69% | - | - | - | - | - | - | - | 20% | 52% | 68% | - |
| | 2019 | 78% | 76% | 82% | 89% | - | 89% | - | - | - | - | - | - | - | 63% | | 85% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 26% | 31% | - | 31% | - | - | - | - | - | - | - | 0% | 23% | 30% | - |
| | 2019 | 50% | 45% | 44% | 54% | - | 54% | - | - | - | - | - | - | - | 33% | | 51% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 12% | - | 12% | - | - | - | - | - | - | - | 0% | 7% | 12% | - |
| | 2019 | 24% | 18% | 19% | 30% | - | 30% | - | - | - | - | - | - | - | 10% | | 27% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 63% | 76% | - | 76% | - | - | - | - | - | - | - | * | 57% | 73% | - |
| | 2019 | 75% | 72% | 86% | 95% | - | 95% | - | - | - | - | - | - | - | 83% | | 93% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 37% | - | 37% | - | - | - | - | - | - | - | * | 28% | 36% | - |
| | 2019 | 48% | 42% | 43% | 55% | - | 55% | - | - | - | - | - | - | - | 25% | | 50% | |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 19% | - | 19% | - | - | - | - | - | - | - | * | 9% | 19% | - |
| | 2019 | 21% | 15% | 22% | 30% | - | 30% | - | - | - | - | - | - | - | 17% | | 28% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 56% | 73% | - | 73% | - | - | - | - | - | - | - | * | 48% | 70% | - |
| | 2019 | 82% | 82% | 81% | 88% | - | 88% | - | - | - | - | - | - | - | 50% | | 82% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 27% | 37% | - | 37% | - | - | - | - | - | - | - | * | 21% | 36% | - |
| | 2019 | 52% | 47% | 48% | 62% | - | 62% | - | - | - | - | - | - | - | 42% | | 58% | |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 11% | - | 11% | - | - | - | - | - | - | - | * | 9% | 11% | - |
| | 2019 | 26% | 21% | 22% | 37% | - | 37% | - | - | - | - | - | - | - | 8% | | 32% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 50% | 52% | - | 52% | - | - | - | - | - | - | - | * | 48% | 53% | - |
| | 2019 | 68% | 66% | 74% | 81% | - | 81% | - | - | - | - | - | - | - | 50% | | 76% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 13% | 9% | - | 9% | - | - | - | - | - | - | - | * | 16% | 9% | - |
| | 2019 | 38% | 32% | 38% | 39% | - | 39% | - | - | - | - | - | - | - | 33% | | 38% | |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | - | 0% | - | - | - | - | - | - | - | * | 0% | 0% | - |
| | 2019 | 14% | 10% | 10% | 16% | - | 16% | - | - | - | - | - | - | - | 0% | | 14% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 100% | 99% | 100% | - | - | - | - | 100% | 100% | 99% | 98% | 99% | 100% |
| Included in Accountability | 83% | 88% | 89% | 85% | 89% | 94% | - | - | - | - | 90% | 78% | 94% | 76% | 87% | 86% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | 15% | 6% | 0% | - | - | - | - | 5% | 22% | 4% | 16% | 8% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 6% | - | - | - | - | 5% | 0% | 2% | 6% | 4% | 7% |
| Not Tested | 12% | 6% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 1% | 2% | 1% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 1% | 0% | 1% | 0% | - | - | - | - | 0% | 0% | 1% | 2% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 94% | 100% | 100% | - | - | - | * | 100% | 100% | 100% | 97% | 99% | 100% |
| Included in Accountability | 94% | 94% | 91% | 77% | 92% | 100% | - | - | - | * | 90% | 100% | 99% | 68% | 93% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | 17% | 7% | 0% | - | - | - | * | 10% | 0% | 1% | 26% | 6% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | - | * | 0% | 0% | 0% | 3% | 0% | 2% |
| Not Tested | 1% | 1% | 1% | 6% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 3% | 1% | 0% |
| Absent | 1% | 1% | 1% | 6% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 3% | 1% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | 98.6% | 98.8% | 98.6% | - | - | - | * | 98.0% | 98.7% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 95.3% | 94.2% | 95.6% | 93.2% | * | - | - | * | 92.1% | 95.3% | 97.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 4.0% | 1.8% | 4.3% | 5.6% | - | - | - | * | 7.5% | 4.9% | 2.4% |
| 2018-19 | 11.4% | 15.3% | 13.0% | 22.2% | 10.5% | 30.0% | - | - | - | * | 10.9% | 13.1% | 6.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 564 | 100.0% | 50,547 | 5,359,040 | 564 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 49 | 8.7% | 3.8% | 3.7% | 49 | 8.7% | 3.7% | 3.7% |
| Kindergarten | 103 | 18.3% | 6.4% | 6.7% | 103 | 18.3% | 6.4% | 6.7% |
| Grade 1 | 111 | 19.7% | 6.8% | 7.1% | 111 | 19.7% | 6.8% | 7.1% |
| Grade 2 | 102 | 18.1% | 6.7% | 7.1% | 102 | 18.1% | 6.7% | 7.1% |
| Grade 3 | 101 | 17.9% | 6.9% | 7.1% | 101 | 17.9% | 6.9% | 7.1% |
| Grade 4 | 98 | 17.4% | 7.1% | 7.2% | 98 | 17.4% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 72 | 12.8% | 7.7% | 12.7% | 72 | 12.8% | 7.7% | 12.7% |
| Hispanic | 424 | 75.2% | 83.2% | 52.9% | 424 | 75.2% | 83.2% | 52.9% |
| White | 55 | 9.8% | 5.3% | 26.5% | 55 | 9.8% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 4 | 0.7% | 3.0% | 4.7% | 4 | 0.7% | 3.0% | 4.7% |
| Pacific Islander | 2 | 0.4% | 0.1% | 0.2% | 2 | 0.4% | 0.1% | 0.2% |
| Two or More Races | 7 | 1.2% | 0.7% | 2.7% | 7 | 1.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 288 | 51.1% | 48.5% | 48.9% | 288 | 51.1% | 48.5% | 48.9% |
| Male | 276 | 48.9% | 51.5% | 51.1% | 276 | 48.9% | 51.5% | 51.1% |
| Economically Disadvantaged | 484 | 85.8% | 83.8% | 60.3% | 484 | 85.8% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 80 | 14.2% | 16.2% | 39.7% | 80 | 14.2% | 16.3% | 39.8% |
| Section 504 Students | 22 | 3.9% | 5.8% | 7.2% | 22 | 3.9% | 5.7% | 7.2% |
| EB Students/EL | 198 | 35.1% | 30.0% | 20.7% | 198 | 35.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 10 | 1.8% | 4.6% | 4.5% | 10 | 1.8% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 7 | 1.2% | 0.8% | 1.1% | 7 | 1.2% | 0.8% | 1.1% |
| Immigrant | 27 | 4.8% | 2.8% | 2.0% | 27 | 4.8% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 564 | 100.0% | 68.6% | 64.5% | 564 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.4% | 0.4% | 2.7% | 2 | 0.4% | 0.4% | 2.7% |
| At-Risk | 381 | 67.6% | 58.7% | 49.2% | 381 | 67.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 182 | 32.3% | 28.1% | 21.0% | 182 | 32.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 8 | 1.4% | 5.6% | 8.3% | 8 | 1.4% | 5.6% | 8.3% |
| Special Education | 47 | 8.3% | 11.9% | 11.1% | 47 | 8.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 47 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | ** | ** | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 13 | 27.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 10 | 21.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 16 | 34.0% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 90 | 18.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 15 | 3.1% | 2.2% | 2.8% | | | | |
| Hispanic | 62 | 13.0% | 10.6% | 7.1% | | | | |
| White | 12 | 2.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 8 | 15.1% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 30 | 17.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 78 | 20.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 145 | 28.8% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 16.2% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 6.9% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 1.1% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.0 | 17.4 | 17.7 |
| Grade 1 | 19.5 | 17.9 | 18.0 |
| Grade 2 | 17.0 | 16.4 | 18.0 |
| Grade 3 | 15.5 | 17.4 | 18.2 |
| Grade 4 | 16.0 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 67.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 51.4 | 75.8% | 58.7% | 64.3% |
| Teachers | 43.2 | 63.7% | 45.1% | 49.6% |
| Professional Support | 6.2 | 9.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.0% | 2.3% | 3.0% |
| Educational Aides: | 16.4 | 24.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 49.5 | 73.1% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.0 | 4.7% | 9.9% | 11.1% |
| Hispanic | 24.0 | 55.6% | 38.0% | 28.4% |
| White | 16.1 | 37.4% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.3% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.1 | 2.5% | 24.8% | 23.8% |
| Females | 42.1 | 97.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 37.2 | 86.1% | 75.9% | 73.0% |
| Masters | 6.0 | 13.9% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 17.1 | 39.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 12.1 | 28.1% | 24.4% | 20.3% |
| 11-20 Years Experience | 12.0 | 27.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 2.0 | 4.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.1 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 12.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 12.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 8.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.4 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,376 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,669 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,925 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$68,465 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,966 | \$60,082 | \$57,641 |
| Professional Support | \$64,129 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,611 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 14.4 | 33.4% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 25.6 | 59.3% | 63.3% | 71.0% |
| Special Education | 3.2 | 7.3% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
JENSEN EL (101917125) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BURNETT ELEMENTARY

Campus Number: 101917126

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 44% | 33% | 50% | * | - | * | - | * | 15% | - | 45% | 40% | 40% | 43% |
| | 2019 | 76% | 80% | 78% | 50% | 79% | 80% | - | 100% | - | * | 25% | * | 77% | 80% | 77% | 86% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 20% | 33% | 20% | * | - | * | - | * | 15% | - | 22% | 10% | 17% | 13% |
| | 2019 | 45% | 42% | 36% | 33% | 36% | 20% | - | 67% | - | * | 25% | * | 39% | 27% | 35% | 40% |
| At Masters Grade Level | 2021 | 19% | 12% | 5% | 0% | 7% | * | - | * | - | * | 8% | - | 4% | 10% | 6% | 0% |
| | 2019 | 27% | 23% | 17% | 33% | 16% | 0% | - | 33% | - | * | 0% | * | 16% | 20% | 18% | 20% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 32% | 33% | 27% | * | - | * | - | * | 8% | - | 33% | 30% | 31% | 39% |
| | 2019 | 79% | 78% | 74% | 50% | 76% | 60% | - | 100% | - | * | 13% | * | 76% | 69% | 73% | 80% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 10% | 0% | 11% | * | - | * | - | * | 8% | - | 10% | 10% | 10% | 9% |
| | 2019 | 49% | 41% | 33% | 33% | 27% | 40% | - | 83% | - | * | 13% | * | 34% | 31% | 31% | 37% |
| At Masters Grade Level | 2021 | 14% | 6% | 2% | 0% | 2% | * | - | * | - | * | 0% | - | 2% | 0% | 2% | 4% |
| | 2019 | 25% | 17% | 21% | 33% | 14% | 20% | - | 67% | - | * | 13% | * | 23% | 13% | 21% | 26% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 56% | 33% | 60% | 43% | - | * | - | - | 10% | - | 65% | 37% | 50% | 64% |
| | 2019 | 75% | 77% | 84% | 86% | 88% | 50% | - | * | * | - | 56% | - | 88% | 72% | 83% | 88% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 22% | 33% | 18% | 29% | - | * | - | - | 0% | - | 23% | 21% | 19% | 14% |
| | 2019 | 44% | 41% | 43% | 71% | 41% | 0% | - | * | * | - | 33% | - | 41% | 50% | 43% | 55% |
| At Masters Grade Level | 2021 | 17% | 8% | 3% | 17% | 0% | 0% | - | * | - | - | 0% | - | 5% | 0% | 2% | 0% |
| | 2019 | 22% | 17% | 19% | 43% | 16% | 0% | - | * | * | - | 0% | - | 14% | 33% | 18% | 24% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 50% | 33% | 48% | 71% | - | * | - | - | 18% | - | 49% | 53% | 47% | 45% |
| | 2019 | 75% | 75% | 73% | 86% | 71% | 67% | - | * | * | - | 44% | - | 80% | 50% | 72% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 25% | 0% | 26% | 29% | - | * | - | - | 9% | - | 27% | 21% | 19% | 23% |
| | 2019 | 48% | 40% | 38% | 71% | 34% | 33% | - | * | * | - | 22% | - | 41% | 28% | 38% | 45% |
| At Masters Grade Level | 2021 | 21% | 10% | 10% | 0% | 11% | 0% | - | * | - | - | 0% | - | 10% | 11% | 6% | 14% |
| | 2019 | 28% | 18% | 20% | 43% | 16% | 17% | - | * | * | - | 11% | - | 21% | 17% | 21% | 27% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 44% | 33% | 49% | 14% | - | * | - | - | 10% | - | 45% | 42% | 38% | 41% |
| | 2019 | 67% | 66% | 71% | 83% | 70% | 50% | - | * | * | - | 44% | - | 71% | 72% | 72% | 79% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 12% | 0% | 13% | 0% | - | * | - | - | 0% | - | 10% | 16% | 10% | 18% |
| | 2019 | 35% | 30% | 36% | 67% | 32% | 17% | - | * | * | - | 11% | - | 31% | 50% | 35% | 42% |
| At Masters Grade Level | 2021 | 8% | 4% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | - | 0% | 0% | 0% | 0% |
| | 2019 | 11% | 8% | 11% | 17% | 11% | 0% | - | * | * | - | 11% | - | 9% | 17% | 11% | 15% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | 33% | 47% | 45% | - | 55% | - | * | 12% | - | 47% | 42% | 41% | 46% |
| | 2019 | 78% | 76% | 76% | 72% | 77% | 61% | - | 100% | * | * | 37% | * | 78% | 68% | 76% | 82% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 13% | 18% | 14% | - | 45% | - | * | 7% | - | 18% | 17% | 15% | 15% |
| | 2019 | 50% | 45% | 37% | 56% | 34% | 21% | - | 75% | * | * | 21% | * | 37% | 38% | 36% | 44% |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 3% | 4% | 0% | - | 18% | - | * | 2% | - | 4% | 4% | 3% | 4% |
| | 2019 | 24% | 18% | 18% | 34% | 14% | 7% | - | 46% | * | * | 7% | * | 17% | 20% | 18% | 22% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 33% | 55% | 36% | - | 40% | - | * | 13% | - | 54% | 38% | 45% | 53% |
| | 2019 | 75% | 72% | 81% | 69% | 83% | 64% | - | 100% | * | * | 41% | * | 82% | 76% | 80% | 87% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 33% | 19% | 18% | - | 40% | - | * | 9% | - | 22% | 17% | 18% | 13% |
| | 2019 | 48% | 42% | 40% | 54% | 39% | 9% | - | 80% | * | * | 29% | * | 40% | 39% | 39% | 47% |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 8% | 3% | 0% | - | 20% | - | * | 4% | - | 4% | 3% | 4% | 0% |
| | 2019 | 21% | 15% | 18% | 38% | 16% | 0% | - | 40% | * | * | 0% | * | 15% | 27% | 18% | 22% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 41% | 33% | 38% | 73% | - | 60% | - | * | 13% | - | 40% | 45% | 39% | 42% |
| | 2019 | 82% | 82% | 74% | 69% | 74% | 64% | - | 100% | * | * | 29% | * | 78% | 59% | 73% | 79% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 18% | 0% | 19% | 18% | - | 40% | - | * | 8% | - | 18% | 17% | 14% | 16% |
| | 2019 | 52% | 47% | 36% | 54% | 30% | 36% | - | 70% | * | * | 18% | * | 37% | 29% | 34% | 41% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 0% | 7% | 0% | - | 20% | - | * | 0% | - | 6% | 7% | 4% | 9% |
| | 2019 | 26% | 21% | 20% | 38% | 15% | 18% | - | 60% | * | * | 12% | * | 22% | 15% | 21% | 26% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 44% | 33% | 49% | 14% | - | * | - | - | 10% | - | 45% | 42% | 38% | 41% |
| | 2019 | 68% | 66% | 71% | 83% | 70% | 50% | - | * | * | - | 44% | - | 71% | 72% | 72% | 79% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 12% | 0% | 13% | 0% | - | * | - | - | 0% | - | 10% | 16% | 10% | 18% |
| | 2019 | 38% | 32% | 36% | 67% | 32% | 17% | - | * | * | - | 11% | - | 31% | 50% | 35% | 42% |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | - | 0% | 0% | 0% | 0% |
| | 2019 | 14% | 10% | 11% | 17% | 11% | 0% | - | * | * | - | 11% | - | 9% | 17% | 11% | 15% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 71 | 64 | 74 | 50 | - | * | * | - | 67 | - | 77 | 50 | 71 | 88 |
| | 2018 | 63 | 61 | 66 | 54 | 66 | * | - | 80 | - | - | 71 | - | 68 | 61 | 67 | 70 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 69 | 79 | 67 | 75 | - | * | * | - | 56 | - | 72 | 59 | 69 | 70 |
| | 2018 | 65 | 61 | 52 | 46 | 53 | * | - | 60 | - | - | 75 | * | 53 | 47 | 52 | 60 |
| All Grades Both Subjects | 2019 | 69 | 69 | 70 | 71 | 70 | 63 | - | 94 | * | - | 61 | - | 75 | 55 | 70 | 79 |
| | 2018 | 69 | 68 | 59 | 50 | 59 | 69 | - | 70 | - | - | 73 | * | 60 | 54 | 60 | 65 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 71 | 64 | 74 | 50 | - | * | * | - | 67 | - | 77 | 50 | 71 | 88 |
| | 2018 | 69 | 68 | 66 | 54 | 66 | * | - | 80 | - | - | 71 | - | 68 | 61 | 67 | 70 |
| All Grades Mathematics | 2019 | 70 | 70 | 69 | 79 | 67 | 75 | - | * | * | - | 56 | - | 72 | 59 | 69 | 70 |
| | 2018 | 70 | 69 | 52 | 46 | 53 | * | - | 60 | - | - | 75 | * | 53 | 47 | 52 | 60 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | 45% | - | 45% | - | - | - | 50% | - | 50% | - | 57% | 45% | 46% | - |
| | 2019 | 78% | 76% | 76% | 79% | - | 79% | - | - | - | 93% | - | 93% | - | 57% | | 78% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 14% | - | 14% | - | - | - | 38% | - | 38% | - | 0% | 20% | 15% | - |
| | 2019 | 50% | 45% | 37% | 36% | - | 36% | - | - | - | 40% | - | 40% | - | 7% | | 33% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 4% | - | 4% | - | - | - | 0% | - | 0% | - | 0% | 4% | 4% | - |
| | 2019 | 24% | 18% | 18% | 17% | - | 17% | - | - | - | 13% | - | 13% | - | 7% | | 15% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 55% | - | 55% | - | - | - | * | - | * | - | * | 48% | 53% | - |
| | 2019 | 75% | 72% | 81% | 88% | - | 88% | - | - | - | 83% | - | 83% | - | 50% | | 83% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 11% | - | 11% | - | - | - | * | - | * | - | * | 26% | 13% | - |
| | 2019 | 48% | 42% | 40% | 40% | - | 40% | - | - | - | 33% | - | 33% | - | 0% | | 35% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 4% | 0% | - | 0% | - | - | - | * | - | * | - | * | 7% | 0% | - |
| | 2019 | 21% | 15% | 18% | 14% | - | 14% | - | - | - | 17% | - | 17% | - | 0% | | 13% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 41% | 39% | - | 39% | - | - | - | * | - | * | - | * | 41% | 42% | - |
| | 2019 | 82% | 82% | 74% | 74% | - | 74% | - | - | - | 100% | - | 100% | - | 83% | | 78% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 18% | 16% | - | 16% | - | - | - | * | - | * | - | * | 19% | 16% | - |
| | 2019 | 52% | 47% | 36% | 38% | - | 38% | - | - | - | 33% | - | 33% | - | 17% | | 35% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 11% | - | 11% | - | - | - | * | - | * | - | * | 4% | 9% | - |
| | 2019 | 26% | 21% | 20% | 21% | - | 21% | - | - | - | 17% | - | 17% | - | 17% | | 20% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 44% | 38% | - | 38% | - | - | - | - | - | - | - | * | 46% | 41% | - |
| | 2019 | 68% | 66% | 71% | 71% | - | 71% | - | - | - | * | - | * | - | * | | 68% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 12% | 19% | - | 19% | - | - | - | - | - | - | - | * | 8% | 18% | - |
| | 2019 | 38% | 32% | 36% | 18% | - | 18% | - | - | - | * | - | * | - | * | | 23% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 0% | 0% | - | 0% | - | - | - | - | - | - | - | * | 0% | 0% | - |
| | 2019 | 14% | 10% | 11% | 12% | - | 12% | - | - | - | * | - | * | - | * | | 9% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 90% | 97% | 100% | - | 100% | - | * | 97% | - | 95% | 100% | 98% | 100% |
| Included in Accountability | 83% | 88% | 84% | 59% | 88% | 94% | - | 100% | - | * | 84% | - | 90% | 71% | 86% | 95% |
| Not Included in Accountability: Mobile | 3% | 3% | 12% | 29% | 10% | 6% | - | 0% | - | * | 13% | - | 4% | 29% | 12% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 0% | 2% | 0% | 0% | - | 0% | - | * | 0% | - | 0% | 0% | 0% | 1% |
| Not Tested | 12% | 6% | 3% | 10% | 3% | 0% | - | 0% | - | * | 3% | - | 5% | 0% | 2% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | * | 1% | - | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 10% | 2% | 0% | - | 0% | - | * | 1% | - | 5% | 0% | 2% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 98% | 99% | 100% | - | 100% | * | 100% | 100% | * | 99% | 99% | 99% | 99% |
| Included in Accountability | 94% | 94% | 89% | 73% | 93% | 85% | - | 89% | * | 57% | 90% | * | 95% | 75% | 92% | 91% |
| Not Included in Accountability: Mobile | 4% | 3% | 10% | 25% | 6% | 15% | - | 11% | * | 43% | 10% | * | 4% | 25% | 7% | 8% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | * | 0% | 0% | 0% | 1% |
| Not Tested | 1% | 1% | 1% | 2% | 1% | 0% | - | 0% | * | 0% | 0% | * | 1% | 1% | 1% | 1% |
| Absent | 1% | 1% | 0% | 2% | 0% | 0% | - | 0% | * | 0% | 0% | * | 1% | 0% | 1% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | * | 0% | 1% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | 97.9% | 98.8% | 97.2% | | * 99.9% | - | * | 98.8% | 98.6% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 95.7% | 95.4% | 95.8% | 94.1% | | - 98.1% | * | * | 95.6% | 95.7% | 96.5% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.5% | 9.1% | 5.6% | 10.7% | | * 0.0% | - | 20.0% | 8.9% | 7.0% | 2.3% |
| 2018-19 | 11.4% | 15.3% | 12.7% | 12.1% | 11.9% | 27.6% | | - 0.0% | * | 20.0% | 12.8% | 11.6% | 7.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 463 | 100.0% | 50,547 | 5,359,040 | 463 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 10 | 2.2% | 0.3% | 0.3% | 10 | 2.2% | 0.3% | 0.4% |
| Pre-Kindergarten | 46 | 9.9% | 3.8% | 3.7% | 46 | 9.9% | 3.7% | 3.7% |
| Kindergarten | 78 | 16.8% | 6.4% | 6.7% | 78 | 16.8% | 6.4% | 6.7% |
| Grade 1 | 100 | 21.6% | 6.8% | 7.1% | 100 | 21.6% | 6.8% | 7.1% |
| Grade 2 | 94 | 20.3% | 6.7% | 7.1% | 94 | 20.3% | 6.7% | 7.1% |
| Grade 3 | 68 | 14.7% | 6.9% | 7.1% | 68 | 14.7% | 6.9% | 7.1% |
| Grade 4 | 67 | 14.5% | 7.1% | 7.2% | 67 | 14.5% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 63 | 13.6% | 7.7% | 12.7% | 63 | 13.6% | 7.7% | 12.7% |
| Hispanic | 346 | 74.7% | 83.2% | 52.9% | 346 | 74.7% | 83.2% | 52.9% |
| White | 29 | 6.3% | 5.3% | 26.5% | 29 | 6.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 19 | 4.1% | 3.0% | 4.7% | 19 | 4.1% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 6 | 1.3% | 0.7% | 2.7% | 6 | 1.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 222 | 47.9% | 48.5% | 48.9% | 222 | 47.9% | 48.5% | 48.9% |
| Male | 241 | 52.1% | 51.5% | 51.1% | 241 | 52.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 409 | 88.3% | 83.8% | 60.3% | 409 | 88.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 54 | 11.7% | 16.2% | 39.7% | 54 | 11.7% | 16.3% | 39.8% |
| Section 504 Students | 18 | 3.9% | 5.8% | 7.2% | 18 | 3.9% | 5.7% | 7.2% |
| EB Students/EL | 143 | 30.9% | 30.0% | 20.7% | 143 | 30.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 18 | 3.9% | 4.6% | 4.5% | 18 | 3.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 1.1% | 0.8% | 1.1% | 5 | 1.1% | 0.8% | 1.1% |
| Immigrant | 11 | 2.4% | 2.8% | 2.0% | 11 | 2.4% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 463 | 100.0% | 68.6% | 64.5% | 463 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.9% | 0.4% | 2.7% | 4 | 0.9% | 0.4% | 2.7% |
| At-Risk | 194 | 41.9% | 58.7% | 49.2% | 194 | 41.9% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 132 | 28.5% | 28.1% | 21.0% | 132 | 28.5% | 28.0% | 20.9% |
| Gifted and Talented Education | 12 | 2.6% | 5.6% | 8.3% | 12 | 2.6% | 5.6% | 8.3% |
| Special Education | 87 | 18.8% | 11.9% | 11.1% | 87 | 18.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 87 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 14 | 16.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 33 | 37.9% | 18.2% | 21.3% | | | | |
| Students with Autism | 27 | 31.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 59 | 16.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 10 | 2.8% | 2.2% | 2.8% | | | | |
| Hispanic | 39 | 11.0% | 10.6% | 7.1% | | | | |
| White | 6 | 1.7% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.3% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.6% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 1 | 1.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 13 | 10.0% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 52 | 17.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 78 | 20.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 5.0% | 0.8% | 4.8% |
| Grade 1 | 9.8% | 8.0% | 1.9% | 12.5% | 8.8% | 3.2% |
| Grade 2 | 6.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 3.3% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 20.3 | 17.4 | 17.7 |
| Grade 1 | 24.7 | 17.9 | 18.0 |
| Grade 2 | 23.3 | 16.4 | 18.0 |
| Grade 3 | 15.0 | 17.4 | 18.2 |
| Grade 4 | 15.0 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 67.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 48.6 | 72.0% | 58.7% | 64.3% |
| Teachers | 38.7 | 57.4% | 45.1% | 49.6% |
| Professional Support | 7.8 | 11.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.0% | 2.3% | 3.0% |
| Educational Aides: | 18.9 | 28.0% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 45.7 | 67.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 10.3% | 9.9% | 11.1% |
| Hispanic | 15.0 | 38.7% | 38.0% | 28.4% |
| White | 15.7 | 40.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 3.0 | 7.7% | 2.9% | 1.8% |
| Pacific Islander | 1.0 | 2.6% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.4 | 3.5% | 24.8% | 23.8% |
| Females | 37.4 | 96.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 31.6 | 81.6% | 75.9% | 73.0% |
| Masters | 7.1 | 18.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 7.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 11.0 | 28.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 3.6 | 9.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.1 | 28.6% | 28.3% | 29.1% |
| 21-30 Years Experience | 8.0 | 20.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.1 | 5.3% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.0 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 5.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 5.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 15.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 15.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 13.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.9 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$57,402 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,403 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,086 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,374 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$63,906 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$75,356 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$61,657 | \$60,082 | \$57,641 |
| Professional Support | \$62,956 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$101,046 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 10.7 | 27.7% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 22.5 | 58.1% | 63.3% | 71.0% |
| Special Education | 5.5 | 14.2% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BURNETT ELEMENTARY (101917126) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FRAZIER EL

Campus Number: 101917127

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 66% | 56% | 64% | 100% | - | * | - | * | 25% | - | 65% | 67% | 60% | 62% |
| | 2019 | 76% | 80% | 91% | 92% | 89% | 100% | - | * | - | * | 60% | * | 91% | 89% | 91% | 88% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 33% | 22% | 31% | 71% | - | * | - | * | 13% | - | 33% | 33% | 30% | 38% |
| | 2019 | 45% | 42% | 57% | 58% | 56% | 57% | - | * | - | * | 33% | * | 54% | 78% | 53% | 38% |
| At Masters Grade Level | 2021 | 19% | 12% | 16% | 0% | 21% | 14% | - | * | - | * | 0% | - | 19% | 11% | 13% | 31% |
| | 2019 | 27% | 23% | 42% | 50% | 39% | 43% | - | * | - | * | 0% | * | 40% | 56% | 41% | 31% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 58% | 38% | 60% | 86% | - | * | - | * | 43% | - | 60% | 56% | 54% | 62% |
| | 2019 | 79% | 78% | 89% | 92% | 87% | 100% | - | * | - | * | 71% | * | 91% | 78% | 89% | 88% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 32% | 25% | 31% | 57% | - | * | - | * | 0% | - | 33% | 28% | 33% | 31% |
| | 2019 | 49% | 41% | 58% | 58% | 57% | 71% | - | * | - | * | 57% | * | 61% | 33% | 59% | 75% |
| At Masters Grade Level | 2021 | 14% | 6% | 17% | 13% | 17% | 29% | - | * | - | * | 0% | - | 14% | 22% | 13% | 15% |
| | 2019 | 25% | 17% | 22% | 25% | 17% | 57% | - | * | - | * | 21% | * | 22% | 22% | 22% | 25% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 57% | * | 52% | 83% | - | * | - | * | 25% | - | 60% | 50% | 52% | 69% |
| | 2019 | 75% | 77% | 87% | 86% | 87% | 90% | - | * | - | - | 62% | - | 90% | 79% | 87% | 90% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 25% | * | 19% | 67% | - | * | - | * | 8% | - | 29% | 13% | 23% | 23% |
| | 2019 | 44% | 41% | 58% | 29% | 58% | 80% | - | * | - | - | 24% | - | 61% | 47% | 55% | 50% |
| At Masters Grade Level | 2021 | 17% | 8% | 9% | * | 6% | 33% | - | * | - | * | 0% | - | 12% | 0% | 6% | 8% |
| | 2019 | 22% | 17% | 19% | 0% | 19% | 30% | - | * | - | - | 0% | - | 19% | 16% | 16% | 10% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 53% | * | 50% | 67% | - | * | - | * | 25% | - | 52% | 56% | 48% | 62% |
| | 2019 | 75% | 75% | 95% | 100% | 94% | 100% | - | * | - | - | 90% | - | 97% | 89% | 94% | 85% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 22% | * | 20% | 33% | - | * | - | * | 0% | - | 23% | 19% | 21% | 38% |
| | 2019 | 48% | 40% | 70% | 57% | 69% | 80% | - | * | - | - | 48% | - | 72% | 63% | 72% | 75% |
| At Masters Grade Level | 2021 | 21% | 10% | 7% | * | 4% | 33% | - | * | - | * | 0% | - | 10% | 0% | 6% | 15% |
| | 2019 | 28% | 18% | 30% | 14% | 30% | 50% | - | * | - | - | 24% | - | 30% | 32% | 31% | 20% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 43% | * | 39% | 67% | - | * | - | * | 0% | - | 44% | 38% | 40% | 62% |
| | 2019 | 67% | 66% | 77% | 71% | 73% | 100% | - | * | - | - | 67% | - | 78% | 74% | 75% | 85% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 15% | * | 13% | 33% | - | * | - | * | 0% | - | 17% | 6% | 10% | 0% |
| | 2019 | 35% | 30% | 29% | 14% | 28% | 50% | - | * | - | - | 24% | - | 30% | 26% | 22% | 10% |
| At Masters Grade Level | 2021 | 8% | 4% | 3% | * | 2% | 17% | - | * | - | * | 0% | - | 4% | 0% | 0% | 0% |
| | 2019 | 11% | 8% | 2% | 0% | 1% | 10% | - | * | - | - | 0% | - | 3% | 0% | 0% | 0% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 50% | 52% | 81% | - | 70% | - | 45% | 22% | - | 56% | 54% | 51% | 63% |
| | 2019 | 78% | 76% | 88% | 89% | 86% | 98% | - | 100% | - | * | 71% | * | 89% | 81% | 87% | 87% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 25% | 19% | 22% | 53% | - | 20% | - | 27% | 4% | - | 27% | 20% | 23% | 26% |
| | 2019 | 50% | 45% | 54% | 47% | 53% | 68% | - | 58% | - | * | 36% | * | 56% | 48% | 52% | 49% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 4% | 9% | 25% | - | 10% | - | 9% | 0% | - | 11% | 7% | 7% | 14% |
| | 2019 | 24% | 18% | 23% | 22% | 21% | 36% | - | 25% | - | * | 9% | * | 23% | 21% | 22% | 16% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 61% | 50% | 57% | 92% | - | * | - | * | 25% | - | 62% | 59% | 56% | 65% |
| | 2019 | 75% | 72% | 89% | 89% | 88% | 94% | - | 100% | - | * | 61% | * | 90% | 82% | 89% | 89% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 29% | 17% | 24% | 69% | - | * | - | * | 10% | - | 31% | 24% | 26% | 31% |
| | 2019 | 48% | 42% | 58% | 47% | 57% | 71% | - | 60% | - | * | 28% | * | 58% | 57% | 54% | 44% |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | 0% | 13% | 23% | - | * | - | * | 0% | - | 15% | 6% | 9% | 19% |
| | 2019 | 21% | 15% | 29% | 32% | 28% | 35% | - | 40% | - | * | 0% | * | 30% | 29% | 28% | 19% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 55% | 45% | 54% | 77% | - | * | - | * | 32% | - | 55% | 56% | 51% | 62% |
| | 2019 | 82% | 82% | 93% | 95% | 91% | 100% | - | 100% | - | * | 83% | * | 94% | 86% | 92% | 86% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 27% | 27% | 25% | 46% | - | * | - | * | 0% | - | 28% | 24% | 27% | 35% |
| | 2019 | 52% | 47% | 64% | 58% | 63% | 76% | - | 80% | - | * | 51% | * | 66% | 54% | 65% | 75% |
| At Masters Grade Level | 2021 | 18% | 11% | 12% | 9% | 9% | 31% | - | * | - | * | 0% | - | 12% | 12% | 9% | 15% |
| | 2019 | 26% | 21% | 27% | 21% | 24% | 53% | - | 20% | - | * | 23% | * | 26% | 29% | 27% | 22% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 43% | * | 39% | 67% | - | * | - | * | 0% | - | 44% | 38% | 40% | 62% |
| | 2019 | 68% | 66% | 77% | 71% | 73% | 100% | - | * | - | - | 67% | - | 78% | 74% | 75% | 85% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 15% | * | 13% | 33% | - | * | - | * | 0% | - | 17% | 6% | 10% | 0% |
| | 2019 | 38% | 32% | 29% | 14% | 28% | 50% | - | * | - | - | 24% | - | 30% | 26% | 22% | 10% |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | * | 2% | 17% | - | * | - | * | 0% | - | 4% | 0% | 0% | 0% |
| | 2019 | 14% | 10% | 2% | 0% | 1% | 10% | - | * | - | - | 0% | - | 3% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 59 | 50 | 62 | 45 | - | * | - | - | 36 | - | 58 | 63 | 63 | 61 |
| | 2018 | 63 | 61 | 62 | 89 | 58 | 46 | - | * | - | * | 87 | - | 63 | 58 | 65 | 45 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 62 | 57 | 60 | 80 | - | * | - | - | 61 | - | 60 | 69 | 61 | 50 |
| | 2018 | 65 | 61 | 63 | 78 | 59 | 62 | - | * | - | * | 44 | - | 60 | 73 | 60 | 52 |
| All Grades Both Subjects | 2019 | 69 | 69 | 61 | 54 | 61 | 63 | - | * | - | - | 49 | - | 59 | 66 | 62 | 53 |
| | 2018 | 69 | 68 | 62 | 83 | 58 | 54 | - | * | - | 92 | 65 | - | 61 | 66 | 62 | 50 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 59 | 50 | 62 | 45 | - | * | - | - | 36 | - | 58 | 63 | 63 | 61 |
| | 2018 | 69 | 68 | 62 | 89 | 58 | 46 | - | * | - | * | 87 | - | 63 | 58 | 65 | 45 |
| All Grades Mathematics | 2019 | 70 | 70 | 62 | 57 | 60 | 80 | - | * | - | - | 61 | - | 60 | 69 | 61 | 50 |
| | 2018 | 70 | 69 | 63 | 78 | 59 | 62 | - | * | - | * | 44 | - | 60 | 73 | 60 | 52 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 81% | - | 81% | - | - | - | 100% | - | 100% | - | 11% | 53% | 63% | - |
| | 2019 | 78% | 76% | 88% | 88% | - | 88% | - | - | - | * | - | * | - | 79% | | 86% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 25% | 31% | - | 31% | - | - | - | 80% | - | 80% | - | 0% | 25% | 26% | - |
| | 2019 | 50% | 45% | 54% | 52% | - | 52% | - | - | - | * | - | * | - | 26% | | 47% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 14% | - | 14% | - | - | - | 60% | - | 60% | - | 0% | 9% | 14% | - |
| | 2019 | 24% | 18% | 23% | 17% | - | 17% | - | - | - | * | - | * | - | 0% | | 13% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 61% | 82% | - | 82% | - | - | - | * | - | * | - | 14% | 60% | 65% | - |
| | 2019 | 75% | 72% | 89% | 88% | - | 88% | - | - | - | * | - | * | - | 86% | | 88% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 29% | 35% | - | 35% | - | - | - | * | - | * | - | 0% | 28% | 31% | - |
| | 2019 | 48% | 42% | 58% | 46% | - | 46% | - | - | - | * | - | * | - | 14% | | 41% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | 24% | - | 24% | - | - | - | * | - | * | - | 0% | 11% | 19% | - |
| | 2019 | 21% | 15% | 29% | 19% | - | 19% | - | - | - | * | - | * | - | 0% | | 15% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 55% | 76% | - | 76% | - | - | - | * | - | * | - | 14% | 54% | 62% | - |
| | 2019 | 82% | 82% | 93% | 88% | - | 88% | - | - | - | * | - | * | - | 71% | | 85% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 27% | 41% | - | 41% | - | - | - | * | - | * | - | 0% | 25% | 35% | - |
| | 2019 | 52% | 47% | 64% | 77% | - | 77% | - | - | - | * | - | * | - | 57% | | 74% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 12% | 12% | - | 12% | - | - | - | * | - | * | - | 0% | 11% | 15% | - |
| | 2019 | 26% | 21% | 27% | 23% | - | 23% | - | - | - | * | - | * | - | 0% | | 18% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 43% | 88% | - | 88% | - | - | - | * | - | * | - | * | 38% | 62% | - |
| | 2019 | 68% | 66% | 77% | 86% | - | 86% | - | - | - | * | - | * | - | 80% | | 85% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 15% | 0% | - | 0% | - | - | - | * | - | * | - | * | 18% | 0% | - |
| | 2019 | 38% | 32% | 29% | 14% | - | 14% | - | - | - | * | - | * | - | 0% | | 10% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 3% | 0% | - | 0% | - | - | - | * | - | * | - | * | 4% | 0% | - |
| | 2019 | 14% | 10% | 2% | 0% | - | 0% | - | - | - | * | - | * | - | 0% | | 0% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 96% | 100% | 97% | - | 100% | - | 100% | 96% | * | 99% | 100% | 99% | 99% |
| Included in Accountability | 83% | 88% | 92% | 96% | 92% | 91% | - | 71% | - | 100% | 93% | * | 92% | 90% | 92% | 76% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 0% | 5% | 6% | - | 0% | - | 0% | 0% | * | 3% | 6% | 4% | 9% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 0% | - | 29% | - | 0% | 4% | * | 3% | 3% | 3% | 13% |
| Not Tested | 12% | 6% | 1% | 4% | 0% | 3% | - | 0% | - | 0% | 4% | * | 1% | 0% | 1% | 1% |
| Absent | 2% | 2% | 0% | 4% | 0% | 0% | - | 0% | - | 0% | 2% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 1% | 0% | 0% | 3% | - | 0% | - | 0% | 2% | * | 1% | 0% | 0% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | * | 99% | * | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 96% | 96% | 96% | 96% | - | 100% | - | * | 95% | * | 97% | 91% | 96% | 100% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 4% | 3% | 4% | - | 0% | - | * | 4% | * | 2% | 9% | 3% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | * | 1% | * | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | * | 1% | * | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.1% | 99.2% | 99.1% | 98.4% | - | 99.2% | * | * | 98.8% | 99.0% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 96.8% | 96.7% | 96.7% | 96.7% | - | 98.7% | - | * | 95.8% | 96.7% | 97.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.5% | 3.1% | 3.1% | 5.9% | - | 0.0% | * | 0.0% | 6.3% | 4.0% | 1.3% |
| 2018-19 | 11.4% | 15.3% | 4.4% | 9.7% | 3.4% | 8.8% | - | 0.0% | - | * | 8.1% | 5.2% | 4.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 431 | 100.0% | 50,547 | 5,359,040 | 431 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 9 | 2.1% | 0.3% | 0.3% | 9 | 2.1% | 0.3% | 0.4% |
| Pre-Kindergarten | 57 | 13.2% | 3.8% | 3.7% | 57 | 13.2% | 3.7% | 3.7% |
| Kindergarten | 76 | 17.6% | 6.4% | 6.7% | 76 | 17.6% | 6.4% | 6.7% |
| Grade 1 | 73 | 16.9% | 6.8% | 7.1% | 73 | 16.9% | 6.8% | 7.1% |
| Grade 2 | 70 | 16.2% | 6.7% | 7.1% | 70 | 16.2% | 6.7% | 7.1% |
| Grade 3 | 71 | 16.5% | 6.9% | 7.1% | 71 | 16.5% | 6.9% | 7.1% |
| Grade 4 | 75 | 17.4% | 7.1% | 7.2% | 75 | 17.4% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 37 | 8.6% | 7.7% | 12.7% | 37 | 8.6% | 7.7% | 12.7% |
| Hispanic | 334 | 77.5% | 83.2% | 52.9% | 334 | 77.5% | 83.2% | 52.9% |
| White | 40 | 9.3% | 5.3% | 26.5% | 40 | 9.3% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 12 | 2.8% | 3.0% | 4.7% | 12 | 2.8% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 7 | 1.6% | 0.7% | 2.7% | 7 | 1.6% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 203 | 47.1% | 48.5% | 48.9% | 203 | 47.1% | 48.5% | 48.9% |
| Male | 228 | 52.9% | 51.5% | 51.1% | 228 | 52.9% | 51.5% | 51.1% |
| Economically Disadvantaged | 352 | 81.7% | 83.8% | 60.3% | 352 | 81.7% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 79 | 18.3% | 16.2% | 39.7% | 79 | 18.3% | 16.3% | 39.8% |
| Section 504 Students | 23 | 5.3% | 5.8% | 7.2% | 23 | 5.3% | 5.7% | 7.2% |
| EB Students/EL | 87 | 20.2% | 30.0% | 20.7% | 87 | 20.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 26 | 6.0% | 4.6% | 4.5% | 26 | 6.0% | 4.6% | 4.5% |
| Foster Care | 5 | 1.2% | 0.1% | 0.3% | 5 | 1.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 1 | 0.2% | 0.8% | 1.1% | 1 | 0.2% | 0.8% | 1.1% |
| Immigrant | 6 | 1.4% | 2.8% | 2.0% | 6 | 1.4% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 431 | 100.0% | 68.6% | 64.5% | 431 | 100.0% | 68.5% | 64.5% |
| Military Connected | 4 | 0.9% | 0.4% | 2.7% | 4 | 0.9% | 0.4% | 2.7% |
| At-Risk | 235 | 54.5% | 58.7% | 49.2% | 235 | 54.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 64 | 14.8% | 28.1% | 21.0% | 64 | 14.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 26 | 6.0% | 5.6% | 8.3% | 26 | 6.0% | 5.6% | 8.3% |
| Special Education | 64 | 14.8% | 11.9% | 11.1% | 64 | 14.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 64 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 20 | 31.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 15 | 23.4% | 18.2% | 21.3% | | | | |
| Students with Autism | 23 | 35.9% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 49 | 14.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 7 | 2.0% | 2.2% | 2.8% | | | | |
| Hispanic | 31 | 9.0% | 10.6% | 7.1% | | | | |
| White | 5 | 1.4% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 3 | 0.9% | 0.2% | 0.4% | | | | |
| Pacific Islander | 1 | 0.3% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.6% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 9.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 11 | 13.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 39 | 14.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 85 | 22.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 10.8% | 8.0% | 1.9% | 6.7% | 8.8% | 3.2% |
| Grade 2 | 3.3% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 16.0 | 17.4 | 17.7 |
| Grade 1 | 16.0 | 17.9 | 18.0 |
| Grade 2 | 18.7 | 16.4 | 18.0 |
| Grade 3 | 20.7 | 17.4 | 18.2 |
| Grade 4 | 15.4 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 64.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 45.0 | 70.0% | 58.7% | 64.3% |
| Teachers | 35.9 | 55.8% | 45.1% | 49.6% |
| Professional Support | 7.1 | 11.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.1% | 2.3% | 3.0% |
| Educational Aides: | 19.3 | 30.0% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 37.3 | 58.0% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 11.1% | 9.9% | 11.1% |
| Hispanic | 9.3 | 25.8% | 38.0% | 28.4% |
| White | 19.7 | 54.7% | 48.0% | 56.9% |
| American Indian | 1.0 | 2.8% | 0.2% | 0.3% |
| Asian | 2.0 | 5.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.2 | 3.5% | 24.8% | 23.8% |
| Females | 34.7 | 96.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.2 | 0.7% | 0.8% | 1.2% |
| Bachelors | 30.2 | 84.2% | 75.9% | 73.0% |
| Masters | 5.4 | 15.2% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.5 | 6.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 5.0 | 13.9% | 30.1% | 27.8% |
| 6-10 Years Experience | 13.1 | 36.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 9.3 | 25.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.0 | 13.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 2.8% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.0 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 10.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 10.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 10.0 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$47,126 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,453 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,196 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$56,789 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$60,189 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$71,494 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,347 | \$60,082 | \$57,641 |
| Professional Support | \$64,278 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$99,451 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 8.0 | 22.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 24.0 | 66.9% | 63.3% | 71.0% |
| Special Education | 3.9 | 10.8% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FRAZIER EL (101917127) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: TEAGUE EL

Campus Number: 101917128

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 71% | 40% | 74% | 67% | - | 67% | - | - | 47% | * | 73% | 65% | 64% | 87% |
| | 2019 | 76% | 80% | 86% | 71% | 84% | 100% | - | 100% | - | * | 38% | 83% | 87% | 73% | 84% | 91% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 30% | 0% | 31% | 33% | - | 33% | - | - | 18% | * | 31% | 30% | 29% | 30% |
| | 2019 | 45% | 42% | 40% | 14% | 43% | 33% | - | 42% | - | * | 15% | 17% | 40% | 36% | 40% | 53% |
| At Masters Grade Level | 2021 | 19% | 12% | 17% | 0% | 15% | 33% | - | 25% | - | - | 6% | * | 19% | 5% | 13% | 23% |
| | 2019 | 27% | 23% | 27% | 14% | 28% | 25% | - | 33% | - | * | 15% | 17% | 27% | 27% | 28% | 36% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 49% | 0% | 47% | 56% | - | 75% | - | - | 35% | * | 49% | 45% | 42% | 47% |
| | 2019 | 79% | 78% | 87% | 71% | 86% | 92% | - | 100% | - | * | 46% | 100% | 86% | 91% | 87% | 91% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 22% | 0% | 17% | 44% | - | 50% | - | - | 12% | * | 22% | 20% | 14% | 7% |
| | 2019 | 49% | 41% | 48% | 29% | 46% | 42% | - | 75% | - | * | 15% | 50% | 45% | 73% | 49% | 53% |
| At Masters Grade Level | 2021 | 14% | 6% | 8% | 0% | 6% | 22% | - | 17% | - | - | 6% | * | 9% | 0% | 5% | 7% |
| | 2019 | 25% | 17% | 17% | 14% | 14% | 8% | - | 50% | - | * | 8% | 0% | 17% | 9% | 17% | 24% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 48% | 27% | 45% | 76% | - | 54% | - | * | 17% | * | 50% | 38% | 48% | 43% |
| | 2019 | 75% | 77% | 78% | 89% | 75% | 73% | - | 100% | - | * | 43% | * | 77% | 81% | 77% | 85% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 17% | 18% | 15% | 24% | - | 23% | - | * | 6% | * | 19% | 8% | 15% | 14% |
| | 2019 | 44% | 41% | 43% | 44% | 41% | 33% | - | 75% | - | * | 36% | * | 44% | 37% | 35% | 44% |
| At Masters Grade Level | 2021 | 17% | 8% | 6% | 0% | 3% | 18% | - | 15% | - | * | 6% | * | 7% | 0% | 5% | 0% |
| | 2019 | 22% | 17% | 21% | 22% | 21% | 13% | - | 25% | - | * | 0% | * | 23% | 11% | 20% | 21% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 40% | 36% | 36% | 35% | - | 77% | - | * | 6% | * | 43% | 25% | 38% | 37% |
| | 2019 | 75% | 75% | 66% | 67% | 62% | 67% | - | 88% | - | * | 43% | * | 67% | 59% | 65% | 77% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 20% | 0% | 18% | 18% | - | 54% | - | * | 6% | * | 21% | 17% | 21% | 22% |
| | 2019 | 48% | 40% | 33% | 22% | 29% | 33% | - | 75% | - | * | 36% | * | 37% | 19% | 32% | 49% |
| At Masters Grade Level | 2021 | 21% | 10% | 9% | 0% | 7% | 12% | - | 23% | - | * | 6% | * | 9% | 4% | 9% | 4% |
| | 2019 | 28% | 18% | 17% | 11% | 17% | 13% | - | 38% | - | * | 14% | * | 18% | 11% | 17% | 23% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 47% | 45% | 43% | 53% | - | 62% | - | * | 11% | * | 49% | 38% | 43% | 31% |
| | 2019 | 67% | 66% | 69% | 67% | 66% | 67% | - | 100% | - | * | 36% | * | 71% | 62% | 69% | 79% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 20% | 27% | 18% | 18% | - | 31% | - | * | 6% | * | 21% | 17% | 19% | 8% |
| | 2019 | 35% | 30% | 35% | 33% | 31% | 33% | - | 88% | - | * | 29% | * | 38% | 23% | 31% | 38% |
| At Masters Grade Level | 2021 | 8% | 4% | 4% | 0% | 5% | 0% | - | 8% | - | * | 0% | * | 5% | 0% | 5% | 2% |
| | 2019 | 11% | 8% | 8% | 11% | 7% | 0% | - | 38% | - | * | 14% | * | 10% | 4% | 5% | 5% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | 33% | 49% | 57% | - | 67% | - | 67% | 23% | 50% | 52% | 41% | 46% | 45% |
| | 2019 | 78% | 76% | 77% | 73% | 74% | 78% | - | 98% | - | 88% | 41% | 67% | 78% | 71% | 77% | 85% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 12% | 20% | 25% | - | 38% | - | 0% | 9% | 17% | 22% | 18% | 20% | 16% |
| | 2019 | 50% | 45% | 40% | 29% | 38% | 35% | - | 69% | - | 44% | 26% | 22% | 41% | 32% | 38% | 48% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 0% | 7% | 14% | - | 17% | - | 0% | 5% | 11% | 10% | 2% | 7% | 6% |
| | 2019 | 24% | 18% | 18% | 15% | 17% | 12% | - | 38% | - | 6% | 10% | 6% | 19% | 11% | 17% | 23% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 59% | 31% | 59% | 73% | - | 60% | - | * | 31% | 57% | 60% | 50% | 55% | 59% |
| | 2019 | 75% | 72% | 82% | 81% | 79% | 85% | - | 100% | - | 83% | 41% | 75% | 82% | 79% | 81% | 88% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 13% | 23% | 27% | - | 28% | - | * | 11% | 14% | 24% | 18% | 21% | 20% |
| | 2019 | 48% | 42% | 41% | 31% | 42% | 33% | - | 55% | - | 33% | 26% | 13% | 42% | 37% | 38% | 49% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 0% | 9% | 23% | - | 20% | - | * | 6% | 14% | 12% | 2% | 8% | 9% |
| | 2019 | 21% | 15% | 24% | 19% | 24% | 19% | - | 30% | - | 17% | 7% | 13% | 25% | 16% | 24% | 30% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 44% | 25% | 41% | 42% | - | 76% | - | * | 20% | 57% | 46% | 34% | 39% | 41% |
| | 2019 | 82% | 82% | 76% | 69% | 74% | 78% | - | 95% | - | 83% | 44% | 75% | 77% | 68% | 76% | 85% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 21% | 0% | 18% | 27% | - | 52% | - | * | 9% | 29% | 21% | 18% | 18% | 16% |
| | 2019 | 52% | 47% | 40% | 25% | 38% | 37% | - | 75% | - | 50% | 26% | 38% | 41% | 34% | 41% | 51% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 0% | 6% | 15% | - | 20% | - | * | 6% | 14% | 9% | 2% | 7% | 5% |
| | 2019 | 26% | 21% | 17% | 13% | 15% | 11% | - | 45% | - | 0% | 11% | 0% | 18% | 11% | 17% | 23% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 47% | 45% | 43% | 53% | - | 62% | - | * | 11% | * | 49% | 38% | 43% | 31% |
| | 2019 | 68% | 66% | 69% | 67% | 66% | 67% | - | 100% | - | * | 36% | * | 71% | 62% | 69% | 79% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 20% | 27% | 18% | 18% | - | 31% | - | * | 6% | * | 21% | 17% | 19% | 8% |
| | 2019 | 38% | 32% | 35% | 33% | 31% | 33% | - | 88% | - | * | 29% | * | 38% | 23% | 31% | 38% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 0% | 5% | 0% | - | 8% | - | * | 0% | * | 5% | 0% | 5% | 2% |
| | 2019 | 14% | 10% | 8% | 11% | 7% | 0% | - | 38% | - | * | 14% | * | 10% | 4% | 5% | 5% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 70 | 83 | 66 | 67 | - | 94 | - | * | 50 | * | 67 | 81 | 69 | 75 |
| | 2018 | 63 | 61 | 60 | * | 59 | 50 | - | 69 | - | * | 50 | * | 60 | 60 | 61 | 56 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 53 | 61 | 52 | 50 | - | 75 | - | * | 50 | * | 56 | 40 | 54 | 61 |
| | 2018 | 65 | 61 | 58 | * | 56 | 54 | - | 94 | - | * | 50 | * | 61 | 44 | 59 | 68 |
| All Grades Both Subjects | 2019 | 69 | 69 | 61 | 72 | 58 | 58 | - | 84 | - | 56 | 50 | * | 61 | 59 | 60 | 65 |
| | 2018 | 69 | 68 | 59 | * | 57 | 52 | - | 81 | - | 83 | 50 | * | 61 | 51 | 60 | 65 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 70 | 83 | 66 | 67 | - | 94 | - | * | 50 | * | 67 | 81 | 69 | 75 |
| | 2018 | 69 | 68 | 60 | * | 59 | 50 | - | 69 | - | * | 50 | * | 60 | 60 | 61 | 56 |
| All Grades Mathematics | 2019 | 70 | 70 | 53 | 61 | 52 | 50 | - | 75 | - | * | 50 | * | 56 | 40 | 54 | 61 |
| | 2018 | 70 | 69 | 58 | * | 56 | 54 | - | 94 | - | * | 50 | * | 61 | 44 | 59 | 68 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | 44% | - | 44% | - | - | - | 53% | - | 53% | - | 47% | 52% | 45% | - |
| | 2019 | 78% | 76% | 77% | 84% | - | 84% | - | - | - | - | - | - | - | 86% | | 85% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 16% | - | 16% | - | - | - | 24% | - | 24% | - | 12% | 24% | 16% | - |
| | 2019 | 50% | 45% | 40% | 48% | - | 48% | - | - | - | - | - | - | - | 46% | | 47% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 7% | - | 7% | - | - | - | 6% | - | 6% | - | 0% | 9% | 6% | - |
| | 2019 | 24% | 18% | 18% | 22% | - | 22% | - | - | - | - | - | - | - | 21% | | 22% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 59% | 64% | - | 64% | - | - | - | 50% | - | 50% | - | 47% | 58% | 59% | - |
| | 2019 | 75% | 72% | 82% | 86% | - | 86% | - | - | - | - | - | - | - | 89% | | 88% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 22% | - | 22% | - | - | - | 17% | - | 17% | - | 13% | 24% | 20% | - |
| | 2019 | 48% | 42% | 41% | 52% | - | 52% | - | - | - | - | - | - | - | 45% | | 49% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 12% | - | 12% | - | - | - | 0% | - | 0% | - | 0% | 11% | 9% | - |
| | 2019 | 21% | 15% | 24% | 34% | - | 34% | - | - | - | - | - | - | - | 24% | | 30% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 44% | 34% | - | 34% | - | - | - | 67% | - | 67% | - | 53% | 45% | 41% | - |
| | 2019 | 82% | 82% | 76% | 86% | - | 86% | - | - | - | - | - | - | - | 84% | | 85% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 21% | 14% | - | 14% | - | - | - | 50% | - | 50% | - | 13% | 23% | 16% | - |
| | 2019 | 52% | 47% | 40% | 50% | - | 50% | - | - | - | - | - | - | - | 50% | | 50% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 5% | - | 5% | - | - | - | 17% | - | 17% | - | 0% | 10% | 5% | - |
| | 2019 | 26% | 21% | 17% | 20% | - | 20% | - | - | - | - | - | - | - | 24% | | 22% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 47% | 26% | - | 26% | - | - | - | 40% | - | 40% | - | 38% | 55% | 31% | - |
| | 2019 | 68% | 66% | 69% | 77% | - | 77% | - | - | - | - | - | - | - | 78% | | 77% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 20% | 10% | - | 10% | - | - | - | 0% | - | 0% | - | 8% | 26% | 8% | - |
| | 2019 | 38% | 32% | 35% | 38% | - | 38% | - | - | - | - | - | - | - | 33% | | 37% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 3% | - | 3% | - | - | - | 0% | - | 0% | - | 0% | 5% | 2% | - |
| | 2019 | 14% | 10% | 8% | 4% | - | 4% | - | - | - | - | - | - | - | 0% | | 3% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 100% | 98% | 100% | - | 96% | - | 100% | 97% | 100% | 98% | 100% | 99% | 99% |
| Included in Accountability | 83% | 88% | 89% | 81% | 91% | 95% | - | 81% | - | 100% | 85% | 100% | 91% | 84% | 88% | 83% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 19% | 3% | 3% | - | 3% | - | 0% | 6% | 0% | 3% | 10% | 6% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 4% | 3% | - | 13% | - | 0% | 7% | 0% | 4% | 6% | 5% | 14% |
| Not Tested | 12% | 6% | 2% | 0% | 2% | 0% | - | 4% | - | 0% | 3% | 0% | 2% | 0% | 1% | 1% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 2% | 0% | 2% | 0% | - | 4% | - | 0% | 3% | 0% | 2% | 0% | 1% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 96% | 100% | 96% | 92% | - | 96% | - | 89% | 100% | 100% | 99% | 82% | 93% | 92% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 0% | 3% | 8% | - | 4% | - | 11% | 0% | 0% | 1% | 14% | 5% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 4% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | 98.3% | 98.7% | 98.6% | - | 99.6% | - | 99.1% | 99.1% | 98.7% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 96.0% | 95.7% | 95.9% | 96.2% | - | 97.5% | - | 92.3% | 95.8% | 95.7% | 96.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.0% | 5.4% | 5.1% | 9.4% | - | 0.0% | - | 0.0% | 3.2% | 5.6% | 1.5% |
| 2018-19 | 11.4% | 15.3% | 8.3% | 5.7% | 8.3% | 8.3% | - | 3.9% | - | 28.6% | 9.1% | 8.6% | 4.2% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 748 | 100.0% | 50,547 | 5,359,040 | 748 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 62 | 8.3% | 3.8% | 3.7% | 62 | 8.3% | 3.7% | 3.7% |
| Kindergarten | 126 | 16.8% | 6.4% | 6.7% | 126 | 16.8% | 6.4% | 6.7% |
| Grade 1 | 127 | 17.0% | 6.8% | 7.1% | 127 | 17.0% | 6.8% | 7.1% |
| Grade 2 | 144 | 19.3% | 6.7% | 7.1% | 144 | 19.3% | 6.7% | 7.1% |
| Grade 3 | 137 | 18.3% | 6.9% | 7.1% | 137 | 18.3% | 6.9% | 7.1% |
| Grade 4 | 152 | 20.3% | 7.1% | 7.2% | 152 | 20.3% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 39 | 5.2% | 7.7% | 12.7% | 39 | 5.2% | 7.7% | 12.7% |
| Hispanic | 550 | 73.5% | 83.2% | 52.9% | 550 | 73.5% | 83.2% | 52.9% |
| White | 84 | 11.2% | 5.3% | 26.5% | 84 | 11.2% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 70 | 9.4% | 3.0% | 4.7% | 70 | 9.4% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.7% | 0.7% | 2.7% | 5 | 0.7% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 360 | 48.1% | 48.5% | 48.9% | 360 | 48.1% | 48.5% | 48.9% |
| Male | 388 | 51.9% | 51.5% | 51.1% | 388 | 51.9% | 51.5% | 51.1% |
| Economically Disadvantaged | 560 | 74.9% | 83.8% | 60.3% | 560 | 74.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 188 | 25.1% | 16.2% | 39.7% | 188 | 25.1% | 16.3% | 39.8% |
| Section 504 Students | 30 | 4.0% | 5.8% | 7.2% | 30 | 4.0% | 5.7% | 7.2% |
| EB Students/EL | 252 | 33.7% | 30.0% | 20.7% | 252 | 33.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 14 | 1.9% | 4.6% | 4.5% | 14 | 1.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 0.8% | 0.8% | 1.1% | 6 | 0.8% | 0.8% | 1.1% |
| Immigrant | 7 | 0.9% | 2.8% | 2.0% | 7 | 0.9% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 748 | 100.0% | 68.6% | 64.5% | 748 | 100.0% | 68.5% | 64.5% |
| Military Connected | 7 | 0.9% | 0.4% | 2.7% | 7 | 0.9% | 0.4% | 2.7% |
| At-Risk | 401 | 53.6% | 58.7% | 49.2% | 401 | 53.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 194 | 25.9% | 28.1% | 21.0% | 194 | 25.9% | 28.0% | 20.9% |
| Gifted and Talented Education | 26 | 3.5% | 5.6% | 8.3% | 26 | 3.5% | 5.6% | 8.3% |
| Special Education | 111 | 14.8% | 11.9% | 11.1% | 111 | 14.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 111 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 16 | 14.4% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 50 | 45.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 29 | 26.1% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 51 | 8.5% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 5 | 0.8% | 2.2% | 2.8% | | | | |
| Hispanic | 33 | 5.5% | 10.6% | 7.1% | | | | |
| White | 4 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 7 | 1.2% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.3% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 3.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 18 | 8.8% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 42 | 9.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 71 | 11.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 4.2% | 0.8% | 4.8% |
| Grade 1 | 3.7% | 8.0% | 1.9% | 12.9% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 4.8% | 1.8% | 1.4% |
| Grade 3 | 0.8% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 19.4 | 17.4 | 17.7 |
| Grade 1 | 19.0 | 17.9 | 18.0 |
| Grade 2 | 20.8 | 16.4 | 18.0 |
| Grade 3 | 17.7 | 17.4 | 18.2 |
| Grade 4 | 22.7 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 80.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 60.5 | 75.6% | 58.7% | 64.3% |
| Teachers | 50.8 | 63.5% | 45.1% | 49.6% |
| Professional Support | 7.7 | 9.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.5% | 2.3% | 3.0% |
| Educational Aides: | 19.5 | 24.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 48.0 | 59.9% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 7.9% | 9.9% | 11.1% |
| Hispanic | 20.8 | 41.0% | 38.0% | 28.4% |
| White | 24.0 | 47.2% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 3.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.0 | 5.9% | 24.8% | 23.8% |
| Females | 47.8 | 94.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 40.8 | 80.3% | 75.9% | 73.0% |
| Masters | 10.0 | 19.7% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 5.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 8.8 | 17.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 15.0 | 29.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 12.1 | 23.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 10.0 | 19.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.0 | 3.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 15.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 15.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 6.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 6.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 12.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,265 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,864 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,191 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,217 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$60,565 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$62,597 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,970 | \$60,082 | \$57,641 |
| Professional Support | \$65,866 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,490 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 14.4 | 28.3% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 33.8 | 66.5% | 63.3% | 71.0% |
| Special Education | 2.6 | 5.2% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
TEAGUE EL (101917128) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MOORE EL

Campus Number: 101917129

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 64% | 71% | 63% | 40% | - | 71% | - | * | 60% | - | 68% | 50% | 62% | 55% |
| | 2019 | 76% | 80% | 84% | 100% | 78% | 100% | - | 90% | - | - | 50% | - | 85% | 75% | 83% | 79% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 36% | 43% | 30% | 20% | - | 57% | - | * | 40% | - | 40% | 21% | 32% | 34% |
| | 2019 | 45% | 42% | 39% | 44% | 31% | 100% | - | 40% | - | - | 0% | - | 40% | 33% | 40% | 41% |
| At Masters Grade Level | 2021 | 19% | 12% | 15% | 29% | 15% | 0% | - | 0% | - | * | 20% | - | 19% | 0% | 13% | 14% |
| | 2019 | 27% | 23% | 24% | 22% | 18% | 67% | - | 30% | - | - | 0% | - | 26% | 8% | 23% | 28% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 66% | 71% | 61% | 80% | - | 71% | - | * | 60% | - | 66% | 64% | 62% | 52% |
| | 2019 | 79% | 78% | 79% | 89% | 71% | 100% | - | 100% | - | - | 50% | - | 79% | 75% | 73% | 83% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 24% | 43% | 17% | 0% | - | 43% | - | * | 40% | - | 25% | 21% | 19% | 17% |
| | 2019 | 49% | 41% | 50% | 22% | 44% | 83% | - | 90% | - | - | 0% | - | 53% | 33% | 43% | 62% |
| At Masters Grade Level | 2021 | 14% | 6% | 9% | 29% | 7% | 0% | - | 0% | - | * | 10% | - | 11% | 0% | 8% | 3% |
| | 2019 | 25% | 17% | 21% | 11% | 16% | 50% | - | 40% | - | - | 0% | - | 22% | 17% | 17% | 21% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 61% | 56% | 62% | * | - | 55% | - | * | 30% | - | 63% | 58% | 55% | 60% |
| | 2019 | 75% | 77% | 89% | 89% | 88% | * | - | 100% | - | * | 70% | * | 88% | 95% | 88% | 86% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 35% | 33% | 34% | * | - | 36% | - | * | 20% | - | 38% | 26% | 31% | 33% |
| | 2019 | 44% | 41% | 53% | 56% | 51% | * | - | 70% | - | * | 20% | * | 54% | 53% | 52% | 41% |
| At Masters Grade Level | 2021 | 17% | 8% | 15% | 11% | 14% | * | - | 18% | - | * | 10% | - | 14% | 16% | 16% | 20% |
| | 2019 | 22% | 17% | 27% | 11% | 25% | * | - | 40% | - | * | 10% | * | 29% | 21% | 24% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 61% | 67% | 58% | * | - | 73% | - | * | 45% | - | 66% | 47% | 57% | 67% |
| | 2019 | 75% | 75% | 81% | 78% | 80% | * | - | 100% | - | * | 50% | * | 82% | 79% | 83% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 27% | 44% | 22% | * | - | 36% | - | * | 40% | - | 25% | 32% | 26% | 27% |
| | 2019 | 48% | 40% | 53% | 44% | 49% | * | - | 90% | - | * | 30% | * | 54% | 53% | 55% | 52% |
| At Masters Grade Level | 2021 | 21% | 10% | 12% | 11% | 8% | * | - | 27% | - | * | 10% | - | 11% | 16% | 10% | 13% |
| | 2019 | 28% | 18% | 25% | 11% | 24% | * | - | 50% | - | * | 20% | * | 25% | 26% | 28% | 28% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 57% | 67% | 49% | * | - | 73% | - | * | 20% | - | 60% | 47% | 53% | 60% |
| | 2019 | 67% | 66% | 73% | 78% | 69% | * | - | 90% | - | * | 30% | * | 73% | 74% | 76% | 62% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 26% | 33% | 24% | * | - | 27% | - | * | 15% | - | 30% | 16% | 28% | 27% |
| | 2019 | 35% | 30% | 36% | 67% | 29% | * | - | 40% | - | * | 10% | * | 32% | 47% | 34% | 17% |
| At Masters Grade Level | 2021 | 8% | 4% | 5% | 11% | 4% | * | - | 0% | - | * | 5% | - | 7% | 0% | 3% | 7% |
| | 2019 | 11% | 8% | 16% | 22% | 12% | * | - | 30% | - | * | 10% | * | 14% | 21% | 19% | 14% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 62% | 66% | 58% | 69% | - | 68% | - | 77% | 39% | - | 64% | 53% | 58% | 59% |
| | 2019 | 78% | 76% | 81% | 87% | 77% | 89% | - | 96% | - | 78% | 50% | * | 82% | 80% | 81% | 78% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 29% | 39% | 26% | 31% | - | 38% | - | 38% | 29% | - | 31% | 24% | 27% | 28% |
| | 2019 | 50% | 45% | 46% | 47% | 41% | 72% | - | 66% | - | 44% | 13% | * | 46% | 46% | 45% | 43% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 17% | 9% | 13% | - | 11% | - | 23% | 10% | - | 12% | 7% | 10% | 11% |
| | 2019 | 24% | 18% | 23% | 16% | 19% | 44% | - | 38% | - | 33% | 9% | * | 23% | 20% | 22% | 21% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 63% | 63% | 63% | 57% | - | 61% | - | 80% | 40% | - | 65% | 55% | 59% | 58% |
| | 2019 | 75% | 72% | 86% | 94% | 83% | 100% | - | 95% | - | * | 61% | * | 86% | 87% | 86% | 83% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 35% | 38% | 32% | 43% | - | 44% | - | 40% | 27% | - | 39% | 24% | 32% | 34% |
| | 2019 | 48% | 42% | 46% | 50% | 41% | 88% | - | 55% | - | * | 11% | * | 46% | 45% | 46% | 41% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 19% | 15% | 14% | - | 11% | - | 20% | 13% | - | 17% | 9% | 14% | 17% |
| | 2019 | 21% | 15% | 25% | 17% | 22% | 63% | - | 35% | - | * | 6% | * | 27% | 16% | 24% | 22% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 63% | 69% | 59% | 71% | - | 72% | - | 80% | 50% | - | 66% | 55% | 59% | 59% |
| | 2019 | 82% | 82% | 80% | 83% | 75% | 88% | - | 100% | - | * | 50% | * | 81% | 77% | 78% | 81% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 25% | 44% | 20% | 14% | - | 39% | - | 40% | 40% | - | 25% | 27% | 23% | 22% |
| | 2019 | 52% | 47% | 52% | 33% | 46% | 75% | - | 90% | - | * | 17% | * | 53% | 45% | 49% | 57% |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | 19% | 7% | 14% | - | 17% | - | 20% | 10% | - | 11% | 9% | 9% | 8% |
| | 2019 | 26% | 21% | 23% | 11% | 20% | 38% | - | 45% | - | * | 11% | * | 23% | 23% | 22% | 24% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 57% | 67% | 49% | * | - | 73% | - | * | 20% | - | 60% | 47% | 53% | 60% |
| | 2019 | 68% | 66% | 73% | 78% | 69% | * | - | 90% | - | * | 30% | * | 73% | 74% | 76% | 62% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 26% | 33% | 24% | * | - | 27% | - | * | 15% | - | 30% | 16% | 28% | 27% |
| | 2019 | 38% | 32% | 36% | 67% | 29% | * | - | 40% | - | * | 10% | * | 32% | 47% | 34% | 17% |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 11% | 4% | * | - | 0% | - | * | 5% | - | 7% | 0% | 3% | 7% |
| | 2019 | 14% | 10% | 16% | 22% | 12% | * | - | 30% | - | * | 10% | * | 14% | 21% | 19% | 14% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

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

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 62% | 60% | - | 60% | - | - | - | 64% | - | 64% | - | 47% | 64% | 58% | * |
| | 2019 | 78% | 76% | 81% | 71% | - | 71% | - | - | - | 88% | - | 88% | - | 60% | | 73% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 29% | 29% | - | 29% | - | - | - | 31% | - | 31% | - | 18% | 31% | 27% | * |
| | 2019 | 50% | 45% | 46% | 35% | - | 35% | - | - | - | 48% | - | 48% | - | 15% | | 34% | |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 13% | - | 13% | - | - | - | 10% | - | 10% | - | 9% | 11% | 11% | * |
| | 2019 | 24% | 18% | 23% | 17% | - | 17% | - | - | - | 20% | - | 20% | - | 5% | | 16% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 63% | 61% | - | 61% | - | - | - | 56% | - | 56% | - | 50% | 66% | 57% | * |
| | 2019 | 75% | 72% | 86% | 79% | - | 79% | - | - | - | 82% | - | 82% | - | 71% | | 79% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 35% | 36% | - | 36% | - | - | - | 38% | - | 38% | - | 21% | 36% | 33% | * |
| | 2019 | 48% | 42% | 46% | 38% | - | 38% | - | - | - | 27% | - | 27% | - | 14% | | 32% | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 18% | - | 18% | - | - | - | 13% | - | 13% | - | 14% | 13% | 16% | * |
| | 2019 | 21% | 15% | 25% | 21% | - | 21% | - | - | - | 18% | - | 18% | - | 0% | | 17% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 63% | 57% | - | 57% | - | - | - | 69% | - | 69% | - | 50% | 66% | 59% | * |
| | 2019 | 82% | 82% | 80% | 72% | - | 72% | - | - | - | 100% | - | 100% | - | 71% | | 79% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 25% | 18% | - | 18% | - | - | - | 31% | - | 31% | - | 14% | 28% | 21% | * |
| | 2019 | 52% | 47% | 52% | 45% | - | 45% | - | - | - | 82% | - | 82% | - | 29% | | 51% | |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | 11% | - | 11% | - | - | - | 13% | - | 13% | - | 0% | 12% | 9% | * |
| | 2019 | 26% | 21% | 23% | 21% | - | 21% | - | - | - | 27% | - | 27% | - | 14% | | 21% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 57% | 64% | - | 64% | - | - | - | 70% | - | 70% | - | 33% | 54% | 60% | - |
| | 2019 | 68% | 66% | 73% | 45% | - | 45% | - | - | - | * | - | * | - | 33% | | 45% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 26% | 36% | - | 36% | - | - | - | 20% | - | 20% | - | 17% | 26% | 27% | - |
| | 2019 | 38% | 32% | 36% | 0% | - | 0% | - | - | - | * | - | * | - | 0% | | 0% | |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 7% | - | 7% | - | - | - | 0% | - | 0% | - | 17% | 4% | 7% | - |
| | 2019 | 14% | 10% | 16% | 0% | - | 0% | - | - | - | * | - | * | - | 0% | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 96% | 98% | 100% | - | 100% | - | 68% | 97% | - | 99% | 91% | 97% | 98% |
| Included in Accountability | 83% | 88% | 93% | 91% | 94% | 100% | - | 96% | - | 68% | 91% | - | 97% | 83% | 94% | 93% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 4% | 3% | 0% | - | 4% | - | 0% | 6% | - | 2% | 7% | 2% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | 0% | - | 0% | 0% | - | 0% | 2% | 1% | 1% |
| Not Tested | 12% | 6% | 3% | 4% | 2% | 0% | - | 0% | - | 32% | 3% | - | 1% | 9% | 3% | 2% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | - | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 4% | 2% | 0% | - | 0% | - | 32% | 3% | - | 1% | 9% | 3% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 93% | 94% | 95% | 86% | - | 96% | - | 60% | 96% | 50% | 98% | 79% | 95% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | 6% | 5% | 14% | - | 0% | - | 40% | 4% | 50% | 2% | 19% | 5% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 4% | - | 0% | 0% | 0% | 0% | 2% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.3% | 99.1% | 99.1% | 99.2% | | * 99.8% | - | 99.7% | 98.8% | 99.2% | 99.5% |
| 2018-19 | 95.4% | 94.4% | 96.5% | 96.5% | 96.1% | 97.1% | | * 97.8% | - | 96.8% | 94.1% | 96.2% | 97.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 2.1% | 2.6% | 2.2% | 5.0% | | * 0.0% | - | 0.0% | 3.8% | 2.6% | 2.4% |
| 2018-19 | 11.4% | 15.3% | 6.1% | 7.7% | 7.0% | 4.0% | | * 0.0% | - | 10.0% | 14.6% | 7.3% | 2.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 390 | 100.0% | 50,547 | 5,359,040 | 390 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 12 | 3.1% | 3.8% | 3.7% | 12 | 3.1% | 3.7% | 3.7% |
| Kindergarten | 54 | 13.8% | 6.4% | 6.7% | 54 | 13.8% | 6.4% | 6.7% |
| Grade 1 | 85 | 21.8% | 6.8% | 7.1% | 85 | 21.8% | 6.8% | 7.1% |
| Grade 2 | 84 | 21.5% | 6.7% | 7.1% | 84 | 21.5% | 6.7% | 7.1% |
| Grade 3 | 72 | 18.5% | 6.9% | 7.1% | 72 | 18.5% | 6.9% | 7.1% |
| Grade 4 | 83 | 21.3% | 7.1% | 7.2% | 83 | 21.3% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 37 | 9.5% | 7.7% | 12.7% | 37 | 9.5% | 7.7% | 12.7% |
| Hispanic | 280 | 71.8% | 83.2% | 52.9% | 280 | 71.8% | 83.2% | 52.9% |
| White | 16 | 4.1% | 5.3% | 26.5% | 16 | 4.1% | 5.3% | 26.5% |
| American Indian | 1 | 0.3% | 0.1% | 0.3% | 1 | 0.3% | 0.1% | 0.3% |
| Asian | 41 | 10.5% | 3.0% | 4.7% | 41 | 10.5% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 15 | 3.8% | 0.7% | 2.7% | 15 | 3.8% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 180 | 46.2% | 48.5% | 48.9% | 180 | 46.2% | 48.5% | 48.9% |
| Male | 210 | 53.8% | 51.5% | 51.1% | 210 | 53.8% | 51.5% | 51.1% |
| Economically Disadvantaged | 302 | 77.4% | 83.8% | 60.3% | 302 | 77.4% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 88 | 22.6% | 16.2% | 39.7% | 88 | 22.6% | 16.3% | 39.8% |
| Section 504 Students | 20 | 5.1% | 5.8% | 7.2% | 20 | 5.1% | 5.7% | 7.2% |
| EB Students/EL | 153 | 39.2% | 30.0% | 20.7% | 153 | 39.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 28 | 7.2% | 4.6% | 4.5% | 28 | 7.2% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 2 | 0.5% | 0.8% | 1.1% | 2 | 0.5% | 0.8% | 1.1% |
| Immigrant | 16 | 4.1% | 2.8% | 2.0% | 16 | 4.1% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 390 | 100.0% | 68.6% | 64.5% | 390 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.5% | 0.4% | 2.7% | 2 | 0.5% | 0.4% | 2.7% |
| At-Risk | 208 | 53.3% | 58.7% | 49.2% | 208 | 53.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 133 | 34.1% | 28.1% | 21.0% | 133 | 34.1% | 28.0% | 20.9% |
| Gifted and Talented Education | 18 | 4.6% | 5.6% | 8.3% | 18 | 4.6% | 5.6% | 8.3% |
| Special Education | 64 | 16.4% | 11.9% | 11.1% | 64 | 16.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 64 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 32 | 50.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 20 | 31.3% | 18.2% | 21.3% | | | | |
| Students with Autism | ** | ** | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 22 | 6.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 1.8% | 2.2% | 2.8% | | | | |
| Hispanic | 11 | 3.3% | 10.6% | 7.1% | | | | |
| White | 3 | 0.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 2 | 0.6% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 1 | 1.9% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 10 | 7.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 21 | 8.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 54 | 16.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 9.3% | 8.0% | 1.9% | 7.7% | 8.8% | 3.2% |
| Grade 2 | 1.7% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 3.2% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 13.7 | 17.4 | 17.7 |
| Grade 1 | 19.7 | 17.9 | 18.0 |
| Grade 2 | 20.7 | 16.4 | 18.0 |
| Grade 3 | 17.3 | 17.4 | 18.2 |
| Grade 4 | 16.6 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 52.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 40.4 | 77.2% | 58.7% | 64.3% |
| Teachers | 32.1 | 61.4% | 45.1% | 49.6% |
| Professional Support | 6.3 | 12.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.8% | 2.3% | 3.0% |
| Educational Aides: | 11.9 | 22.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 25.9 | 49.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 2.0 | 6.2% | 9.9% | 11.1% |
| Hispanic | 12.0 | 37.4% | 38.0% | 28.4% |
| White | 17.1 | 53.2% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 3.1% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.1 | 3.4% | 24.8% | 23.8% |
| Females | 31.0 | 96.6% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 24.1 | 75.1% | 75.9% | 73.0% |
| Masters | 8.0 | 24.9% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 9.4% | 5.3% | 6.7% |
| 1-5 Years Experience | 10.0 | 31.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 8.0 | 24.9% | 24.4% | 20.3% |
| 11-20 Years Experience | 8.1 | 25.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 2.0 | 6.2% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 3.1% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 14.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 14.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 12.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 12.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$56,657 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,883 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,868 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,963 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$76,161 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,035 | \$60,082 | \$57,641 |
| Professional Support | \$67,969 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$103,231 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 8.4 | 26.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 18.9 | 58.8% | 63.3% | 71.0% |
| Special Education | 4.8 | 15.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MOORE EL (101917129) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: YOUNG EL

Campus Number: 101917130

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 49% | 38% | 50% | 60% | * | - | * | * | 43% | - | 49% | 50% | 47% | 50% |
| | 2019 | 76% | 80% | 77% | 83% | 78% | 67% | - | - | - | - | 11% | * | 78% | 74% | 76% | 77% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 29% | 25% | 29% | 40% | * | - | * | * | 29% | - | 29% | 27% | 28% | 32% |
| | 2019 | 45% | 42% | 32% | 50% | 29% | 50% | - | - | - | - | 0% | * | 30% | 37% | 30% | 27% |
| At Masters Grade Level | 2021 | 19% | 12% | 23% | 13% | 25% | 20% | * | - | * | * | 14% | - | 25% | 14% | 22% | 29% |
| | 2019 | 27% | 23% | 15% | 17% | 13% | 33% | - | - | - | - | 0% | * | 16% | 11% | 13% | 10% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 45% | 13% | 48% | 60% | * | - | * | * | 50% | - | 47% | 41% | 44% | 50% |
| | 2019 | 79% | 78% | 77% | 83% | 79% | 50% | - | - | - | - | 22% | * | 77% | 79% | 77% | 79% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 16% | 13% | 16% | 20% | * | - | * | * | 36% | - | 17% | 14% | 16% | 16% |
| | 2019 | 49% | 41% | 32% | 0% | 34% | 33% | - | - | - | - | 11% | * | 32% | 32% | 29% | 34% |
| At Masters Grade Level | 2021 | 14% | 6% | 6% | 13% | 6% | 0% | * | - | * | * | 14% | - | 7% | 5% | 6% | 5% |
| | 2019 | 25% | 17% | 10% | 0% | 11% | 17% | - | - | - | - | 0% | * | 13% | 0% | 10% | 13% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 36% | 10% | 37% | * | - | - | - | - | 35% | * | 37% | 33% | 34% | 25% |
| | 2019 | 75% | 77% | 70% | 83% | 68% | 100% | - | * | - | - | 29% | * | 68% | 74% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 20% | 10% | 20% | * | - | - | - | - | 20% | * | 22% | 17% | 19% | 15% |
| | 2019 | 44% | 41% | 35% | 33% | 32% | 80% | - | * | - | - | 0% | * | 33% | 38% | 35% | 30% |
| At Masters Grade Level | 2021 | 17% | 8% | 8% | 10% | 8% | * | - | - | - | - | 10% | * | 11% | 5% | 7% | 1% |
| | 2019 | 22% | 17% | 20% | 33% | 16% | 60% | - | * | - | - | 0% | * | 17% | 26% | 20% | 15% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 28% | 20% | 29% | * | - | - | - | - | 25% | * | 29% | 26% | 27% | 19% |
| | 2019 | 75% | 75% | 74% | 83% | 73% | 80% | - | * | - | - | 38% | * | 73% | 74% | 72% | 78% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 8% | 10% | 8% | * | - | - | - | - | 20% | * | 9% | 7% | 9% | 6% |
| | 2019 | 48% | 40% | 41% | 17% | 41% | 60% | - | * | - | - | 13% | * | 40% | 41% | 40% | 49% |
| At Masters Grade Level | 2021 | 21% | 10% | 5% | 10% | 5% | * | - | - | - | - | 20% | * | 7% | 2% | 5% | 4% |
| | 2019 | 28% | 18% | 22% | 17% | 20% | 60% | - | * | - | - | 0% | * | 22% | 21% | 21% | 25% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 32% | 30% | 31% | * | - | - | - | - | 30% | * | 34% | 29% | 31% | 21% |
| | 2019 | 67% | 66% | 63% | 67% | 64% | 60% | - | * | - | - | 13% | * | 58% | 72% | 63% | 67% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 14% | 10% | 15% | * | - | - | - | - | 25% | * | 14% | 14% | 13% | 9% |
| | 2019 | 35% | 30% | 33% | 50% | 31% | 60% | - | * | - | - | 13% | * | 31% | 36% | 32% | 31% |
| At Masters Grade Level | 2021 | 8% | 4% | 6% | 0% | 7% | * | - | - | - | - | 10% | * | 7% | 5% | 6% | 4% |
| | 2019 | 11% | 8% | 6% | 17% | 3% | 40% | - | * | - | - | 0% | * | 6% | 5% | 6% | 1% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 37% | 22% | 38% | 58% | * | - | * | * | 35% | * | 39% | 34% | 36% | 32% |
| | 2019 | 78% | 76% | 72% | 80% | 72% | 70% | - | * | - | - | 22% | 100% | 71% | 74% | 71% | 74% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 17% | 13% | 17% | 32% | * | - | * | * | 25% | * | 19% | 15% | 16% | 15% |
| | 2019 | 50% | 45% | 35% | 30% | 34% | 56% | - | * | - | - | 7% | 33% | 33% | 37% | 33% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 9% | 9% | 11% | * | - | * | * | 14% | * | 11% | 5% | 9% | 8% |
| | 2019 | 24% | 18% | 15% | 17% | 13% | 41% | - | * | - | - | 0% | 0% | 15% | 14% | 14% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 42% | 22% | 43% | 63% | * | - | * | * | 38% | * | 43% | 39% | 39% | 36% |
| | 2019 | 75% | 72% | 74% | 83% | 72% | 82% | - | * | - | - | 19% | * | 73% | 74% | 73% | 74% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 24% | 17% | 24% | 50% | * | - | * | * | 24% | * | 26% | 20% | 23% | 23% |
| | 2019 | 48% | 42% | 34% | 42% | 31% | 64% | - | * | - | - | 0% | * | 32% | 38% | 33% | 29% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 11% | 15% | 25% | * | - | * | * | 12% | * | 18% | 8% | 14% | 14% |
| | 2019 | 21% | 15% | 18% | 25% | 15% | 45% | - | * | - | - | 0% | * | 16% | 21% | 17% | 12% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 36% | 17% | 37% | 50% | * | - | * | * | 35% | * | 38% | 31% | 35% | 33% |
| | 2019 | 82% | 82% | 75% | 83% | 76% | 64% | - | * | - | - | 29% | * | 75% | 76% | 74% | 78% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 12% | 11% | 11% | 25% | * | - | * | * | 26% | * | 13% | 9% | 12% | 10% |
| | 2019 | 52% | 47% | 37% | 8% | 38% | 45% | - | * | - | - | 12% | * | 36% | 38% | 35% | 42% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 11% | 5% | 0% | * | - | * | * | 18% | * | 7% | 3% | 5% | 5% |
| | 2019 | 26% | 21% | 16% | 8% | 16% | 36% | - | * | - | - | 0% | * | 18% | 14% | 16% | 19% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 32% | 30% | 31% | * | - | - | - | - | 30% | * | 34% | 29% | 31% | 21% |
| | 2019 | 68% | 66% | 63% | 67% | 64% | 60% | - | * | - | - | 13% | * | 58% | 72% | 63% | 67% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | 10% | 15% | * | - | - | - | - | 25% | * | 14% | 14% | 13% | 9% |
| | 2019 | 38% | 32% | 33% | 50% | 31% | 60% | - | * | - | - | 13% | * | 31% | 36% | 32% | 31% |
| At Masters Grade Level | 2021 | 9% | 4% | 6% | 0% | 7% | * | - | - | - | - | 10% | * | 7% | 5% | 6% | 4% |
| | 2019 | 14% | 10% | 6% | 17% | 3% | 40% | - | * | - | - | 0% | * | 6% | 5% | 6% | 1% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 66 | 92 | 59 | 90 | - | * | - | - | 75 | * | 70 | 63 | 65 | 54 |
| | 2018 | 63 | 61 | 71 | 81 | 68 | * | - | - | - | * | 81 | * | 68 | 75 | 72 | 67 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 63 | 58 | 62 | 70 | - | * | - | - | 75 | * | 61 | 66 | 61 | 72 |
| | 2018 | 65 | 61 | 71 | 94 | 69 | * | - | - | - | * | 67 | * | 69 | 73 | 72 | 72 |
| All Grades Both Subjects | 2019 | 69 | 69 | 64 | 75 | 61 | 80 | - | * | - | - | 75 | * | 64 | 64 | 63 | 69 |
| | 2018 | 69 | 68 | 71 | 88 | 69 | * | - | - | - | * | 74 | 57 | 69 | 74 | 72 | 71 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 66 | 92 | 59 | 90 | - | * | - | - | 75 | * | 70 | 63 | 65 | 54 |
| | 2018 | 69 | 68 | 71 | 81 | 68 | * | - | - | - | * | 81 | * | 68 | 75 | 72 | 67 |
| All Grades Mathematics | 2019 | 70 | 70 | 63 | 58 | 62 | 70 | - | * | - | - | 75 | * | 61 | 66 | 61 | 72 |
| | 2018 | 70 | 69 | 71 | 94 | 69 | * | - | - | - | * | 67 | * | 69 | 73 | 72 | 72 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 37% | 30% | - | 30% | - | - | - | - | - | - | - | 47% | 45% | 32% | - |
| | 2019 | 78% | 76% | 72% | 72% | - | 72% | - | - | - | - | - | - | - | 83% | | 73% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 17% | 14% | - | 14% | - | - | - | - | - | - | - | 20% | 21% | 15% | - |
| | 2019 | 50% | 45% | 35% | 33% | - | 33% | - | - | - | - | - | - | - | 30% | | 32% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 9% | - | 9% | - | - | - | - | - | - | - | 3% | 11% | 8% | - |
| | 2019 | 24% | 18% | 15% | 11% | - | 11% | - | - | - | - | - | - | - | 7% | | 11% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 42% | 34% | - | 34% | - | - | - | - | - | - | - | 60% | 49% | 36% | - |
| | 2019 | 75% | 72% | 74% | 71% | - | 71% | - | - | - | - | - | - | - | 83% | | 73% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 24% | 21% | - | 21% | - | - | - | - | - | - | - | 40% | 26% | 23% | - |
| | 2019 | 48% | 42% | 34% | 27% | - | 27% | - | - | - | - | - | - | - | 25% | | 27% | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 15% | - | 15% | - | - | - | - | - | - | - | 0% | 16% | 14% | - |
| | 2019 | 21% | 15% | 18% | 11% | - | 11% | - | - | - | - | - | - | - | 8% | | 10% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 36% | 33% | - | 33% | - | - | - | - | - | - | - | 30% | 40% | 33% | - |
| | 2019 | 82% | 82% | 75% | 75% | - | 75% | - | - | - | - | - | - | - | 100% | | 77% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 12% | 11% | - | 11% | - | - | - | - | - | - | - | 10% | 14% | 10% | - |
| | 2019 | 52% | 47% | 37% | 40% | - | 40% | - | - | - | - | - | - | - | 33% | | 40% | |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 4% | - | 4% | - | - | - | - | - | - | - | 10% | 7% | 5% | - |
| | 2019 | 26% | 21% | 16% | 17% | - | 17% | - | - | - | - | - | - | - | 8% | | 16% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 32% | 16% | - | 16% | - | - | - | - | - | - | - | 50% | 48% | 21% | - |
| | 2019 | 68% | 66% | 63% | 68% | - | 68% | - | - | - | - | - | - | - | 50% | | 66% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | 9% | - | 9% | - | - | - | - | - | - | - | 10% | 22% | 9% | - |
| | 2019 | 38% | 32% | 33% | 29% | - | 29% | - | - | - | - | - | - | - | 33% | | 29% | |
| At Masters Grade Level | 2021 | 9% | 4% | 6% | 5% | - | 5% | - | - | - | - | - | - | - | 0% | 8% | 4% | - |
| | 2019 | 14% | 10% | 6% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | | 0% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 99% | 100% | * | - | * | 100% | 98% | * | 100% | 100% | 99% | 99% |
| Included in Accountability | 83% | 88% | 87% | 100% | 86% | 95% | * | - | * | 57% | 91% | * | 92% | 79% | 87% | 88% |
| Not Included in Accountability: Mobile | 3% | 3% | 9% | 0% | 10% | 0% | * | - | * | 43% | 5% | * | 6% | 15% | 9% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 5% | * | - | * | 0% | 2% | * | 2% | 6% | 3% | 6% |
| Not Tested | 12% | 6% | 0% | 0% | 1% | 0% | * | - | * | 0% | 2% | * | 0% | 0% | 1% | 1% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | * | - | * | 0% | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 1% | 0% | * | - | * | 0% | 2% | * | 0% | 0% | 1% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | - | 98% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 87% | 83% | 87% | 93% | - | * | - | - | 85% | 100% | 94% | 75% | 89% | 90% |
| Not Included in Accountability: Mobile | 4% | 3% | 12% | 17% | 12% | 7% | - | * | - | - | 13% | 0% | 5% | 23% | 10% | 9% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | * | - | - | 0% | 0% | 0% | 2% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | - | 2% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | - | 2% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.1% | 95.2% | 98.4% | 98.1% | * | * | * | * | 98.0% | 98.1% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.2% | 95.4% | 95.2% | 94.9% | * | * | * | * | 95.0% | 95.3% | 95.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 9.5% | 26.9% | 7.0% | 13.0% | * | * | * | * | 12.7% | 9.5% | 4.0% |
| 2018-19 | 11.4% | 15.3% | 14.0% | 24.4% | 12.8% | 17.1% | * | * | * | * | 13.8% | 13.7% | 9.8% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 637 | 100.0% | 50,547 | 5,359,040 | 643 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 12 | 1.9% | 0.3% | 0.3% | 18 | 2.8% | 0.3% | 0.4% |
| Pre-Kindergarten | 69 | 10.8% | 3.8% | 3.7% | 69 | 10.7% | 3.7% | 3.7% |
| Kindergarten | 100 | 15.7% | 6.4% | 6.7% | 100 | 15.6% | 6.4% | 6.7% |
| Grade 1 | 107 | 16.8% | 6.8% | 7.1% | 107 | 16.6% | 6.8% | 7.1% |
| Grade 2 | 96 | 15.1% | 6.7% | 7.1% | 96 | 14.9% | 6.7% | 7.1% |
| Grade 3 | 122 | 19.2% | 6.9% | 7.1% | 122 | 19.0% | 6.9% | 7.1% |
| Grade 4 | 131 | 20.6% | 7.1% | 7.2% | 131 | 20.4% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 56 | 8.8% | 7.7% | 12.7% | 56 | 8.7% | 7.7% | 12.7% |
| Hispanic | 548 | 86.0% | 83.2% | 52.9% | 553 | 86.0% | 83.2% | 52.9% |
| White | 22 | 3.5% | 5.3% | 26.5% | 23 | 3.6% | 5.3% | 26.5% |
| American Indian | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |
| Asian | 3 | 0.5% | 3.0% | 4.7% | 3 | 0.5% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.8% | 0.7% | 2.7% | 5 | 0.8% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 314 | 49.3% | 48.5% | 48.9% | 316 | 49.1% | 48.5% | 48.9% |
| Male | 323 | 50.7% | 51.5% | 51.1% | 327 | 50.9% | 51.5% | 51.1% |
| Economically Disadvantaged | 597 | 93.7% | 83.8% | 60.3% | 601 | 93.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 40 | 6.3% | 16.2% | 39.7% | 42 | 6.5% | 16.3% | 39.8% |
| Section 504 Students | 11 | 1.7% | 5.8% | 7.2% | 11 | 1.7% | 5.7% | 7.2% |
| EB Students/EL | 342 | 53.7% | 30.0% | 20.7% | 342 | 53.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 12 | 1.9% | 4.6% | 4.5% | 12 | 1.9% | 4.6% | 4.5% |
| Foster Care | 4 | 0.6% | 0.1% | 0.3% | 4 | 0.6% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 12 | 1.9% | 0.8% | 1.1% | 12 | 1.9% | 0.8% | 1.1% |
| Immigrant | 76 | 11.9% | 2.8% | 2.0% | 76 | 11.8% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 637 | 100.0% | 68.6% | 64.5% | 643 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.2% | 0.4% | 2.7% | 1 | 0.2% | 0.4% | 2.7% |
| At-Risk | 400 | 62.8% | 58.7% | 49.2% | 403 | 62.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 311 | 48.8% | 28.1% | 21.0% | 311 | 48.4% | 28.0% | 20.9% |
| Gifted and Talented Education | 16 | 2.5% | 5.6% | 8.3% | 16 | 2.5% | 5.6% | 8.3% |
| Special Education | 67 | 10.5% | 11.9% | 11.1% | 73 | 11.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 67 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 23 | 34.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 31 | 46.3% | 18.2% | 21.3% | | | | |
| Students with Autism | * | * | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 8 | 11.9% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 152 | 27.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 31 | 5.6% | 2.2% | 2.8% | | | | |
| Hispanic | 109 | 19.8% | 10.6% | 7.1% | | | | |
| White | 9 | 1.6% | 1.0% | 3.1% | | | | |
| American Indian | 2 | 0.4% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 12.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 64 | 20.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 138 | 27.2% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 132 | 26.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 0.0% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 1.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.7 | 17.4 | 17.7 |
| Grade 1 | 16.7 | 17.9 | 18.0 |
| Grade 2 | 15.0 | 16.4 | 18.0 |
| Grade 3 | 17.3 | 17.4 | 18.2 |
| Grade 4 | 22.2 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 70.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 52.0 | 74.2% | 58.7% | 64.3% |
| Teachers | 44.5 | 63.6% | 45.1% | 49.6% |
| Professional Support | 5.5 | 7.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.9% | 2.3% | 3.0% |
| Educational Aides: | 18.0 | 25.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 47.2 | 67.3% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 8.9% | 9.9% | 11.1% |
| Hispanic | 23.9 | 53.7% | 38.0% | 28.4% |
| White | 15.6 | 35.1% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.2% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.2 | 7.1% | 24.8% | 23.8% |
| Females | 41.4 | 92.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 34.2 | 76.7% | 75.9% | 73.0% |
| Masters | 10.4 | 23.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 4.0 | 8.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 9.1 | 20.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 10.5 | 23.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 12.0 | 27.0% | 28.3% | 29.1% |
| 21-30 Years Experience | 7.0 | 15.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 2.0 | 4.5% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 2.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 2.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 10.0 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$57,092 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,391 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,280 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,007 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$54,755 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$58,860 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$57,794 | \$60,082 | \$57,641 |
| Professional Support | \$66,390 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$95,686 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 21.0 | 47.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 20.2 | 45.3% | 63.3% | 71.0% |
| Special Education | 3.4 | 7.6% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
YOUNG EL (101917130) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SPARKS ELEMENTARY

Campus Number: 101917131

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 64% | * | 63% | - | - | - | - | - | 25% | * | 63% | 71% | 64% | 57% |
| | 2019 | 76% | 80% | 74% | * | 73% | * | - | - | - | - | * | * | 73% | 78% | 73% | 84% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 20% | * | 20% | - | - | - | - | - | 13% | * | 19% | 29% | 21% | 26% |
| | 2019 | 45% | 42% | 35% | * | 35% | * | - | - | - | - | * | * | 35% | 33% | 33% | 40% |
| At Masters Grade Level | 2021 | 19% | 12% | 8% | * | 8% | - | - | - | - | - | 0% | * | 7% | 14% | 9% | 13% |
| | 2019 | 27% | 23% | 14% | * | 14% | * | - | - | - | - | * | * | 10% | 33% | 13% | 20% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 68% | * | 69% | - | - | - | - | - | 25% | * | 72% | 43% | 66% | 74% |
| | 2019 | 79% | 78% | 71% | * | 71% | * | - | - | - | - | * | * | 71% | 67% | 70% | 81% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 20% | * | 20% | - | - | - | - | - | 13% | * | 21% | 14% | 21% | 26% |
| | 2019 | 49% | 41% | 29% | * | 31% | * | - | - | - | - | * | * | 29% | 33% | 30% | 27% |
| At Masters Grade Level | 2021 | 14% | 6% | 8% | * | 8% | - | - | - | - | - | 0% | * | 9% | 0% | 9% | 13% |
| | 2019 | 25% | 17% | 5% | * | 6% | * | - | - | - | - | * | * | 6% | 0% | 5% | 8% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 67% | - | 68% | * | - | - | - | - | 60% | * | 65% | 75% | 66% | 67% |
| | 2019 | 75% | 77% | 71% | * | 72% | * | - | - | - | * | 25% | * | 76% | 53% | 68% | 71% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 25% | - | 25% | * | - | - | - | - | 60% | * | 20% | 42% | 25% | 21% |
| | 2019 | 44% | 41% | 31% | * | 31% | * | - | - | - | * | 8% | * | 39% | 6% | 27% | 32% |
| At Masters Grade Level | 2021 | 17% | 8% | 5% | - | 5% | * | - | - | - | - | 0% | * | 4% | 8% | 5% | 5% |
| | 2019 | 22% | 17% | 16% | * | 16% | * | - | - | - | * | 8% | * | 20% | 6% | 13% | 13% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 67% | - | 68% | * | - | - | - | - | 60% | * | 67% | 67% | 68% | 67% |
| | 2019 | 75% | 75% | 65% | * | 67% | * | - | - | - | * | 25% | * | 69% | 53% | 62% | 82% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 30% | - | 30% | * | - | - | - | - | 60% | * | 31% | 25% | 31% | 23% |
| | 2019 | 48% | 40% | 34% | * | 34% | * | - | - | - | * | 17% | * | 39% | 18% | 29% | 47% |
| At Masters Grade Level | 2021 | 21% | 10% | 21% | - | 22% | * | - | - | - | - | 50% | * | 20% | 25% | 22% | 18% |
| | 2019 | 28% | 18% | 13% | * | 14% | * | - | - | - | * | 0% | * | 18% | 0% | 10% | 24% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 52% | - | 53% | * | - | - | - | - | 60% | * | 51% | 58% | 54% | 49% |
| | 2019 | 67% | 66% | 70% | * | 70% | * | - | - | - | * | 33% | * | 71% | 68% | 68% | 79% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 21% | - | 22% | * | - | - | - | - | 50% | * | 16% | 42% | 22% | 21% |
| | 2019 | 35% | 30% | 24% | * | 24% | * | - | - | - | * | 8% | * | 27% | 16% | 23% | 23% |
| At Masters Grade Level | 2021 | 8% | 4% | 8% | - | 8% | * | - | - | - | - | 20% | * | 4% | 25% | 8% | 5% |
| | 2019 | 11% | 8% | 4% | * | 3% | * | - | - | - | * | 8% | * | 6% | 0% | 3% | 5% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 64% | * | 64% | * | - | - | - | - | 48% | 50% | 64% | 64% | 63% | 62% |
| | 2019 | 78% | 76% | 70% | 58% | 70% | 67% | - | - | - | * | 27% | 70% | 72% | 62% | 68% | 79% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | * | 24% | * | - | - | - | - | 41% | 17% | 21% | 32% | 24% | 23% |
| | 2019 | 50% | 45% | 31% | 25% | 31% | 33% | - | - | - | * | 14% | 0% | 34% | 18% | 28% | 34% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | * | 10% | * | - | - | - | - | 15% | 8% | 9% | 16% | 11% | 10% |
| | 2019 | 24% | 18% | 11% | 17% | 10% | 11% | - | - | - | * | 7% | 0% | 12% | 6% | 9% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 66% | * | 66% | * | - | - | - | - | 44% | 40% | 64% | 74% | 65% | 63% |
| | 2019 | 75% | 72% | 72% | 60% | 72% | * | - | - | - | * | 25% | * | 75% | 62% | 70% | 76% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | * | 23% | * | - | - | - | - | 39% | 20% | 20% | 37% | 24% | 23% |
| | 2019 | 48% | 42% | 33% | 20% | 33% | * | - | - | - | * | 13% | * | 37% | 15% | 30% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | * | 6% | * | - | - | - | - | 0% | 0% | 5% | 11% | 7% | 8% |
| | 2019 | 21% | 15% | 15% | 20% | 15% | * | - | - | - | * | 6% | * | 15% | 15% | 13% | 16% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 68% | * | 69% | * | - | - | - | - | 44% | 80% | 70% | 58% | 67% | 69% |
| | 2019 | 82% | 82% | 67% | 40% | 69% | * | - | - | - | * | 25% | 60% | 70% | 58% | 66% | 81% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 25% | * | 26% | * | - | - | - | - | 39% | 20% | 26% | 21% | 26% | 24% |
| | 2019 | 52% | 47% | 32% | 20% | 33% | * | - | - | - | * | 19% | 0% | 34% | 23% | 29% | 39% |
| At Masters Grade Level | 2021 | 18% | 11% | 15% | * | 16% | * | - | - | - | - | 28% | 20% | 15% | 16% | 16% | 16% |
| | 2019 | 26% | 21% | 10% | 0% | 10% | * | - | - | - | * | 6% | 0% | 12% | 0% | 8% | 17% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 52% | - | 53% | * | - | - | - | - | 60% | * | 51% | 58% | 54% | 49% |
| | 2019 | 68% | 66% | 70% | * | 70% | * | - | - | - | * | 33% | * | 71% | 68% | 68% | 79% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | - | 22% | * | - | - | - | - | 50% | * | 16% | 42% | 22% | 21% |
| | 2019 | 38% | 32% | 24% | * | 24% | * | - | - | - | * | 8% | * | 27% | 16% | 23% | 23% |
| At Masters Grade Level | 2021 | 9% | 4% | 8% | - | 8% | * | - | - | - | - | 20% | * | 4% | 25% | 8% | 5% |
| | 2019 | 14% | 10% | 4% | * | 3% | * | - | - | - | * | 8% | * | 6% | 0% | 3% | 5% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Economically Disadvantaged | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|----------------------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 57 | * | 53 | * | - | - | - | * | 23 | - | 62 | 42 | 53 | 64 |
| | 2018 | 63 | 61 | 75 | * | 78 | * | - | - | - | * | 83 | * | 78 | 68 | 78 | 84 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 53 | * | 55 | * | - | - | - | * | 50 | * | 55 | 47 | 50 | 69 |
| | 2018 | 65 | 61 | 62 | * | 63 | * | - | - | - | * | 54 | * | 57 | 75 | 66 | 72 |
| All Grades Both Subjects | 2019 | 69 | 69 | 55 | * | 54 | * | - | - | - | * | 37 | * | 58 | 44 | 51 | 67 |
| | 2018 | 69 | 68 | 68 | 67 | 70 | * | - | - | - | * | 68 | 60 | 66 | 72 | 72 | 77 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 57 | * | 53 | * | - | - | - | * | 23 | - | 62 | 42 | 53 | 64 |
| | 2018 | 69 | 68 | 75 | * | 78 | * | - | - | - | * | 83 | * | 78 | 68 | 78 | 84 |
| All Grades Mathematics | 2019 | 70 | 70 | 53 | * | 55 | * | - | - | - | * | 50 | * | 55 | 47 | 50 | 69 |
| | 2018 | 70 | 69 | 62 | * | 63 | * | - | - | - | * | 54 | * | 57 | 75 | 66 | 72 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 64% | 60% | - | 60% | - | - | - | - | - | - | - | 100% | 66% | 62% | - |
| | 2019 | 78% | 76% | 70% | 86% | - | 86% | - | - | - | - | - | - | - | 46% | | 79% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 22% | - | 22% | - | - | - | - | - | - | - | 33% | 24% | 23% | - |
| | 2019 | 50% | 45% | 31% | 38% | - | 38% | - | - | - | - | - | - | - | 11% | | 34% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 10% | - | 10% | - | - | - | - | - | - | - | 22% | 10% | 10% | - |
| | 2019 | 24% | 18% | 11% | 15% | - | 15% | - | - | - | - | - | - | - | 7% | | 14% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 66% | 61% | - | 61% | - | - | - | - | - | - | - | * | 69% | 63% | - |
| | 2019 | 75% | 72% | 72% | 79% | - | 79% | - | - | - | - | - | - | - | 64% | | 76% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 24% | - | 24% | - | - | - | - | - | - | - | * | 22% | 23% | - |
| | 2019 | 48% | 42% | 33% | 38% | - | 38% | - | - | - | - | - | - | - | 18% | | 35% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 8% | - | 8% | - | - | - | - | - | - | - | * | 4% | 8% | - |
| | 2019 | 21% | 15% | 15% | 15% | - | 15% | - | - | - | - | - | - | - | 18% | | 16% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 68% | 68% | - | 68% | - | - | - | - | - | - | - | * | 65% | 69% | - |
| | 2019 | 82% | 82% | 67% | 92% | - | 92% | - | - | - | - | - | - | - | 27% | | 81% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 25% | 22% | - | 22% | - | - | - | - | - | - | - | * | 27% | 24% | - |
| | 2019 | 52% | 47% | 32% | 47% | - | 47% | - | - | - | - | - | - | - | 0% | | 39% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 15% | 14% | - | 14% | - | - | - | - | - | - | - | * | 14% | 16% | - |
| | 2019 | 26% | 21% | 10% | 21% | - | 21% | - | - | - | - | - | - | - | 0% | | 17% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 52% | 44% | - | 44% | - | - | - | - | - | - | - | * | 59% | 49% | - |
| | 2019 | 68% | 66% | 70% | 85% | - | 85% | - | - | - | - | - | - | - | 50% | | 79% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 21% | 19% | - | 19% | - | - | - | - | - | - | - | * | 23% | 21% | - |
| | 2019 | 38% | 32% | 24% | 24% | - | 24% | - | - | - | - | - | - | - | 17% | | 23% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 8% | 6% | - | 6% | - | - | - | - | - | - | - | * | 14% | 5% | - |
| | 2019 | 14% | 10% | 4% | 6% | - | 6% | - | - | - | - | - | - | - | 0% | | 5% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | * | 97% | * | - | - | - | - | 90% | 100% | 98% | 92% | 97% | 98% |
| Included in Accountability | 83% | 88% | 87% | * | 86% | * | - | - | - | - | 77% | 100% | 91% | 69% | 87% | 86% |
| Not Included in Accountability: Mobile | 3% | 3% | 7% | * | 7% | * | - | - | - | - | 3% | 0% | 5% | 11% | 5% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | * | 4% | * | - | - | - | - | 10% | 0% | 2% | 11% | 4% | 5% |
| Not Tested | 12% | 6% | 3% | * | 3% | * | - | - | - | - | 10% | 0% | 2% | 8% | 3% | 2% |
| Absent | 2% | 2% | 0% | * | 0% | * | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | * | 3% | * | - | - | - | - | 10% | 0% | 2% | 8% | 3% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | - | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 88% | 60% | 90% | 100% | - | - | - | * | 100% | 91% | 95% | 71% | 90% | 91% |
| Not Included in Accountability: Mobile | 4% | 3% | 10% | 40% | 9% | 0% | - | - | - | * | 0% | 0% | 5% | 25% | 8% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 2% | 0% | - | - | - | * | 0% | 9% | 0% | 4% | 1% | 3% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | 96.2% | 98.7% | * | - | - | - | * | 97.5% | 98.5% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 96.1% | 95.2% | 96.2% | 93.7% | * | * | - | * | 94.8% | 96.1% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.8% | 22.2% | 4.4% | 14.3% | - | - | - | * | 11.9% | 6.0% | 1.6% |
| 2018-19 | 11.4% | 15.3% | 8.8% | 16.7% | 8.4% | 12.5% | * | * | - | * | 15.9% | 8.7% | 4.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 338 | 100.0% | 50,547 | 5,359,040 | 338 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 3 | 0.9% | 0.3% | 0.3% | 3 | 0.9% | 0.3% | 0.4% |
| Pre-Kindergarten | 30 | 8.9% | 3.8% | 3.7% | 30 | 8.9% | 3.7% | 3.7% |
| Kindergarten | 61 | 18.0% | 6.4% | 6.7% | 61 | 18.0% | 6.4% | 6.7% |
| Grade 1 | 66 | 19.5% | 6.8% | 7.1% | 66 | 19.5% | 6.8% | 7.1% |
| Grade 2 | 51 | 15.1% | 6.7% | 7.1% | 51 | 15.1% | 6.7% | 7.1% |
| Grade 3 | 61 | 18.0% | 6.9% | 7.1% | 61 | 18.0% | 6.9% | 7.1% |
| Grade 4 | 66 | 19.5% | 7.1% | 7.2% | 66 | 19.5% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 14 | 4.1% | 7.7% | 12.7% | 14 | 4.1% | 7.7% | 12.7% |
| Hispanic | 319 | 94.4% | 83.2% | 52.9% | 319 | 94.4% | 83.2% | 52.9% |
| White | 3 | 0.9% | 5.3% | 26.5% | 3 | 0.9% | 5.3% | 26.5% |
| American Indian | 1 | 0.3% | 0.1% | 0.3% | 1 | 0.3% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.3% | 0.7% | 2.7% | 1 | 0.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 169 | 50.0% | 48.5% | 48.9% | 169 | 50.0% | 48.5% | 48.9% |
| Male | 169 | 50.0% | 51.5% | 51.1% | 169 | 50.0% | 51.5% | 51.1% |
| Economically Disadvantaged | 323 | 95.6% | 83.8% | 60.3% | 323 | 95.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 15 | 4.4% | 16.2% | 39.7% | 15 | 4.4% | 16.3% | 39.8% |
| Section 504 Students | 15 | 4.4% | 5.8% | 7.2% | 15 | 4.4% | 5.7% | 7.2% |
| EB Students/EL | 154 | 45.6% | 30.0% | 20.7% | 154 | 45.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 9 | 2.7% | 4.6% | 4.5% | 9 | 2.7% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 20 | 5.9% | 2.8% | 2.0% | 20 | 5.9% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 338 | 100.0% | 68.6% | 64.5% | 338 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 205 | 60.7% | 58.7% | 49.2% | 205 | 60.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 140 | 41.4% | 28.1% | 21.0% | 140 | 41.4% | 28.0% | 20.9% |
| Gifted and Talented Education | 9 | 2.7% | 5.6% | 8.3% | 9 | 2.7% | 5.6% | 8.3% |
| Special Education | 46 | 13.6% | 11.9% | 11.1% | 46 | 13.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 46 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 19 | 41.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 17 | 37.0% | 18.2% | 21.3% | | | | |
| Students with Autism | * | * | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 53 | 19.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 9 | 3.2% | 2.2% | 2.8% | | | | |
| Hispanic | 42 | 15.1% | 10.6% | 7.1% | | | | |
| White | 2 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 7 | 16.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 20 | 15.5% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 51 | 19.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 91 | 27.1% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 8.9% | 8.0% | 1.9% | 0.0% | 8.8% | 3.2% |
| Grade 2 | 1.9% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 20.0 | 17.4 | 17.7 |
| Grade 1 | 19.0 | 17.9 | 18.0 |
| Grade 2 | 13.5 | 16.4 | 18.0 |
| Grade 3 | 17.5 | 17.4 | 18.2 |
| Grade 4 | 11.5 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 52.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 38.4 | 73.2% | 58.7% | 64.3% |
| Teachers | 30.2 | 57.5% | 45.1% | 49.6% |
| Professional Support | 6.2 | 11.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.8% | 2.3% | 3.0% |
| Educational Aides: | 14.0 | 26.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 32.3 | 61.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 3.3% | 9.9% | 11.1% |
| Hispanic | 15.0 | 49.8% | 38.0% | 28.4% |
| White | 14.2 | 46.9% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 6.6% | 24.8% | 23.8% |
| Females | 28.2 | 93.4% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 25.2 | 83.4% | 75.9% | 73.0% |
| Masters | 4.0 | 13.3% | 22.3% | 25.0% |
| Doctorate | 1.0 | 3.3% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 6.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 8.0 | 26.5% | 30.1% | 27.8% |
| 6-10 Years Experience | 8.2 | 27.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 6.0 | 19.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 19.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 11.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 13.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 12.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 12.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,331 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,501 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,514 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$63,284 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,054 | \$60,082 | \$57,641 |
| Professional Support | \$64,261 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$104,550 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 12.4 | 41.1% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 15.0 | 49.8% | 63.3% | 71.0% |
| Special Education | 2.7 | 9.0% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SPARKS ELEMENTARY (101917131) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: TURNER EL

Campus Number: 101917132

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 79% | 20% | 82% | 77% | - | * | * | * | 78% | * | 83% | 63% | 70% | * |
| | 2019 | 76% | 80% | 81% | * | 79% | 87% | - | * | - | - | 56% | * | 81% | 78% | 76% | 92% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 42% | 0% | 41% | 54% | - | * | * | * | 78% | * | 46% | 26% | 32% | * |
| | 2019 | 45% | 42% | 57% | * | 56% | 65% | - | * | - | - | 39% | * | 58% | 52% | 50% | 46% |
| At Masters Grade Level | 2021 | 19% | 12% | 16% | 0% | 14% | 31% | - | * | * | * | 11% | * | 18% | 5% | 7% | * |
| | 2019 | 27% | 23% | 28% | * | 28% | 30% | - | * | - | - | 6% | * | 28% | 26% | 20% | 31% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 65% | 20% | 66% | 69% | - | * | * | * | 78% | * | 68% | 53% | 58% | * |
| | 2019 | 79% | 78% | 86% | * | 81% | 100% | - | * | - | - | 67% | * | 85% | 87% | 79% | 92% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 22% | 0% | 25% | 15% | - | * | * | * | 67% | * | 26% | 5% | 22% | * |
| | 2019 | 49% | 41% | 47% | * | 39% | 74% | - | * | - | - | 33% | * | 51% | 35% | 31% | 46% |
| At Masters Grade Level | 2021 | 14% | 6% | 5% | 0% | 4% | 15% | - | * | * | * | 11% | * | 7% | 0% | 3% | * |
| | 2019 | 25% | 17% | 23% | * | 17% | 43% | - | * | - | - | 6% | * | 25% | 17% | 16% | 23% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 54% | * | 53% | 53% | - | 60% | - | * | 33% | * | 52% | 70% | 53% | 17% |
| | 2019 | 75% | 77% | 91% | 100% | 88% | 96% | - | 100% | - | - | 77% | * | 92% | 88% | 88% | 92% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 33% | * | 34% | 24% | - | 40% | - | * | 33% | * | 32% | 40% | 32% | 17% |
| | 2019 | 44% | 41% | 58% | 50% | 55% | 62% | - | 83% | - | - | 38% | * | 64% | 38% | 54% | 50% |
| At Masters Grade Level | 2021 | 17% | 8% | 11% | * | 13% | 6% | - | 0% | - | * | 0% | * | 8% | 30% | 3% | 0% |
| | 2019 | 22% | 17% | 25% | 17% | 21% | 35% | - | 33% | - | - | 8% | * | 26% | 19% | 19% | 17% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 54% | * | 60% | 47% | - | 20% | - | * | 33% | * | 56% | 40% | 47% | 50% |
| | 2019 | 75% | 75% | 78% | 100% | 71% | 88% | - | 100% | - | - | 62% | * | 81% | 69% | 78% | 75% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 23% | * | 28% | 12% | - | 0% | - | * | 33% | * | 25% | 10% | 26% | 17% |
| | 2019 | 48% | 40% | 50% | 33% | 49% | 50% | - | 83% | - | - | 46% | * | 52% | 42% | 46% | 58% |
| At Masters Grade Level | 2021 | 21% | 10% | 7% | * | 11% | 0% | - | 0% | - | * | 0% | * | 8% | 0% | 8% | 0% |
| | 2019 | 28% | 18% | 30% | 17% | 29% | 27% | - | 67% | - | - | 23% | * | 31% | 27% | 28% | 50% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 65% | * | 64% | 59% | - | 100% | - | * | 33% | * | 66% | 60% | 63% | 67% |
| | 2019 | 67% | 66% | 67% | 50% | 64% | 69% | - | 100% | - | - | 38% | * | 68% | 62% | 62% | 83% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 35% | * | 38% | 24% | - | 40% | - | * | 22% | * | 34% | 40% | 29% | 33% |
| | 2019 | 35% | 30% | 31% | 33% | 24% | 46% | - | 50% | - | - | 31% | * | 32% | 27% | 26% | 33% |
| At Masters Grade Level | 2021 | 8% | 4% | 4% | * | 6% | 0% | - | 0% | - | * | 0% | * | 4% | 0% | 5% | 0% |
| | 2019 | 11% | 8% | 10% | 17% | 5% | 19% | - | 17% | - | - | 8% | * | 11% | 4% | 7% | 17% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 64% | 45% | 66% | 60% | - | 74% | * | 50% | 51% | 43% | 65% | 57% | 59% | 58% |
| | 2019 | 78% | 76% | 80% | 79% | 77% | 88% | - | 100% | - | - | 60% | 100% | 81% | 77% | 76% | 87% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | 27% | 33% | 25% | - | 39% | * | 13% | 47% | 21% | 33% | 22% | 28% | 42% |
| | 2019 | 50% | 45% | 48% | 29% | 44% | 59% | - | 75% | - | - | 37% | 100% | 51% | 39% | 42% | 47% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 5% | 10% | 9% | - | 4% | * | 0% | 4% | 14% | 9% | 6% | 5% | 0% |
| | 2019 | 24% | 18% | 23% | 13% | 20% | 31% | - | 38% | - | - | 9% | 40% | 24% | 19% | 18% | 27% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 68% | 44% | 69% | 63% | - | 78% | * | * | 56% | 20% | 68% | 66% | 63% | 44% |
| | 2019 | 75% | 72% | 86% | 89% | 83% | 92% | - | 100% | - | - | 65% | * | 87% | 84% | 82% | 92% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | 33% | 38% | 37% | - | 67% | * | * | 56% | 0% | 39% | 31% | 32% | 44% |
| | 2019 | 48% | 42% | 57% | 33% | 56% | 63% | - | 78% | - | - | 39% | * | 61% | 45% | 52% | 48% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 11% | 14% | 17% | - | 11% | * | * | 6% | 0% | 14% | 14% | 5% | 0% |
| | 2019 | 21% | 15% | 26% | 11% | 25% | 33% | - | 33% | - | - | 6% | * | 27% | 22% | 20% | 24% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 60% | 44% | 64% | 57% | - | 56% | * | * | 56% | 60% | 63% | 48% | 54% | 67% |
| | 2019 | 82% | 82% | 82% | 89% | 76% | 94% | - | 100% | - | - | 65% | * | 83% | 78% | 78% | 84% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 23% | 22% | 27% | 13% | - | 11% | * | * | 50% | 40% | 26% | 7% | 23% | 44% |
| | 2019 | 52% | 47% | 49% | 22% | 44% | 61% | - | 89% | - | - | 39% | * | 51% | 39% | 38% | 52% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 0% | 7% | 7% | - | 0% | * | * | 6% | 40% | 7% | 0% | 5% | 0% |
| | 2019 | 26% | 21% | 27% | 11% | 23% | 35% | - | 56% | - | - | 13% | * | 28% | 22% | 22% | 36% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 65% | * | 64% | 59% | - | 100% | - | * | 33% | * | 66% | 60% | 63% | 67% |
| | 2019 | 68% | 66% | 67% | 50% | 64% | 69% | - | 100% | - | - | 38% | * | 68% | 62% | 62% | 83% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 35% | * | 38% | 24% | - | 40% | - | * | 22% | * | 34% | 40% | 29% | 33% |
| | 2019 | 38% | 32% | 31% | 33% | 24% | 46% | - | 50% | - | - | 31% | * | 32% | 27% | 26% | 33% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | * | 6% | 0% | - | 0% | - | * | 0% | * | 4% | 0% | 5% | 0% |
| | 2019 | 14% | 10% | 10% | 17% | 5% | 19% | - | 17% | - | - | 8% | * | 11% | 4% | 7% | 17% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 75 | 92 | 74 | 72 | - | 83 | - | - | 77 | * | 74 | 78 | 72 | 64 |
| | 2018 | 63 | 61 | 62 | * | 65 | 51 | * | 80 | - | - | 84 | * | 62 | 64 | 65 | 74 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 74 | 100 | 73 | 64 | - | 100 | - | - | 77 | * | 74 | 74 | 73 | 83 |
| | 2018 | 65 | 61 | 69 | * | 70 | 65 | * | 90 | - | - | 84 | * | 69 | 68 | 72 | 76 |
| All Grades Both Subjects | 2019 | 69 | 69 | 75 | 96 | 74 | 68 | - | 92 | - | - | 77 | * | 74 | 76 | 72 | 74 |
| | 2018 | 69 | 68 | 65 | * | 68 | 58 | * | 85 | - | - | 84 | * | 65 | 66 | 68 | 75 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 75 | 92 | 74 | 72 | - | 83 | - | - | 77 | * | 74 | 78 | 72 | 64 |
| | 2018 | 69 | 68 | 62 | * | 65 | 51 | * | 80 | - | - | 84 | * | 62 | 64 | 65 | 74 |
| All Grades Mathematics | 2019 | 70 | 70 | 74 | 100 | 73 | 64 | - | 100 | - | - | 77 | * | 74 | 74 | 73 | 83 |
| | 2018 | 70 | 69 | 69 | * | 70 | 65 | * | 90 | - | - | 84 | * | 69 | 68 | 72 | 76 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 64% | - | - | - | - | - | - | - | - | - | - | 58% | 65% | 58% | - |
| | 2019 | 78% | 76% | 80% | - | - | - | - | - | - | - | - | - | - | 76% | | 76% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | - | - | - | - | - | - | - | - | - | - | 42% | 31% | 42% | - |
| | 2019 | 50% | 45% | 48% | - | - | - | - | - | - | - | - | - | - | 24% | | 24% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | - | - | - | - | - | - | - | - | - | - | 0% | 9% | 0% | - |
| | 2019 | 24% | 18% | 23% | - | - | - | - | - | - | - | - | - | - | 12% | | 12% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 68% | - | - | - | - | - | - | - | - | - | - | 44% | 69% | 44% | - |
| | 2019 | 75% | 72% | 86% | - | - | - | - | - | - | - | - | - | - | 86% | | 86% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | - | - | - | - | - | - | - | - | - | - | 44% | 38% | 44% | - |
| | 2019 | 48% | 42% | 57% | - | - | - | - | - | - | - | - | - | - | 29% | | 29% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | - | - | - | - | - | - | - | - | - | - | 0% | 14% | 0% | - |
| | 2019 | 21% | 15% | 26% | - | - | - | - | - | - | - | - | - | - | 14% | | 14% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 60% | - | - | - | - | - | - | - | - | - | - | 67% | 60% | 67% | - |
| | 2019 | 82% | 82% | 82% | - | - | - | - | - | - | - | - | - | - | 71% | | 71% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 23% | - | - | - | - | - | - | - | - | - | - | 44% | 22% | 44% | - |
| | 2019 | 52% | 47% | 49% | - | - | - | - | - | - | - | - | - | - | 21% | | 21% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | - | - | - | - | - | - | - | - | - | - | 0% | 7% | 0% | - |
| | 2019 | 26% | 21% | 27% | - | - | - | - | - | - | - | - | - | - | 14% | | 14% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 65% | - | - | - | - | - | - | - | - | - | - | 67% | 65% | 67% | - |
| | 2019 | 68% | 66% | 67% | - | - | - | - | - | - | - | - | - | - | 67% | | 67% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 35% | - | - | - | - | - | - | - | - | - | - | 33% | 35% | 33% | - |
| | 2019 | 38% | 32% | 31% | - | - | - | - | - | - | - | - | - | - | 17% | | 17% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | - | - | - | - | - | - | - | - | - | - | 0% | 4% | 0% | - |
| | 2019 | 14% | 10% | 10% | - | - | - | - | - | - | - | - | - | - | 0% | | 0% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | 100% | 100% | 100% | - | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 89% | 79% | 89% | 100% | - | 82% | * | 80% | 96% | 100% | 93% | 74% | 85% | 46% |
| Not Included in Accountability: Mobile | 3% | 3% | 9% | 21% | 9% | 0% | - | 18% | * | 20% | 4% | 0% | 6% | 20% | 13% | 35% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 3% | 0% | - | 0% | * | 0% | 0% | 0% | 1% | 7% | 2% | 19% |
| Not Tested | 12% | 6% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 97% | 100% | 96% | 98% | - | 100% | - | - | 94% | 100% | 97% | 95% | 97% | 97% |
| Not Included in Accountability: Mobile | 4% | 3% | 3% | 0% | 4% | 2% | - | 0% | - | - | 6% | 0% | 3% | 5% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | 99.2% | 98.8% | 98.7% | - | 99.3% | * | * | 98.3% | 98.6% | 98.6% |
| 2018-19 | 95.4% | 94.4% | 95.5% | 96.7% | 95.2% | 95.8% | * | 97.5% | * | * | 93.0% | 95.0% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.7% | 0.0% | 5.3% | 8.2% | - | 6.7% | * | * | 10.3% | 6.2% | 0.0% |
| 2018-19 | 11.4% | 15.3% | 10.0% | 4.8% | 11.3% | 9.3% | - | 0.0% | * | * | 22.7% | 12.7% | 3.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 482 | 100.0% | 50,547 | 5,359,040 | 485 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 3 | 0.6% | 0.3% | 0.3% | 6 | 1.2% | 0.3% | 0.4% |
| Pre-Kindergarten | 37 | 7.7% | 3.8% | 3.7% | 37 | 7.6% | 3.7% | 3.7% |
| Kindergarten | 79 | 16.4% | 6.4% | 6.7% | 79 | 16.3% | 6.4% | 6.7% |
| Grade 1 | 97 | 20.1% | 6.8% | 7.1% | 97 | 20.0% | 6.8% | 7.1% |
| Grade 2 | 78 | 16.2% | 6.7% | 7.1% | 78 | 16.1% | 6.7% | 7.1% |
| Grade 3 | 105 | 21.8% | 6.9% | 7.1% | 105 | 21.6% | 6.9% | 7.1% |
| Grade 4 | 83 | 17.2% | 7.1% | 7.2% | 83 | 17.1% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 29 | 6.0% | 7.7% | 12.7% | 29 | 6.0% | 7.7% | 12.7% |
| Hispanic | 328 | 68.0% | 83.2% | 52.9% | 328 | 67.6% | 83.2% | 52.9% |
| White | 97 | 20.1% | 5.3% | 26.5% | 100 | 20.6% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 20 | 4.1% | 3.0% | 4.7% | 20 | 4.1% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 6 | 1.2% | 0.7% | 2.7% | 6 | 1.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 249 | 51.7% | 48.5% | 48.9% | 250 | 51.5% | 48.5% | 48.9% |
| Male | 233 | 48.3% | 51.5% | 51.1% | 235 | 48.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 310 | 64.3% | 83.8% | 60.3% | 310 | 63.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 172 | 35.7% | 16.2% | 39.7% | 175 | 36.1% | 16.3% | 39.8% |
| Section 504 Students | 25 | 5.2% | 5.8% | 7.2% | 25 | 5.2% | 5.7% | 7.2% |
| EB Students/EL | 23 | 4.8% | 30.0% | 20.7% | 23 | 4.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 19 | 3.9% | 4.6% | 4.5% | 19 | 3.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 0.8% | 0.8% | 1.1% | 4 | 0.8% | 0.8% | 1.1% |
| Immigrant | 1 | 0.2% | 2.8% | 2.0% | 1 | 0.2% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 482 | 100.0% | 68.6% | 64.5% | 485 | 100.0% | 68.5% | 64.5% |
| Military Connected | 3 | 0.6% | 0.4% | 2.7% | 3 | 0.6% | 0.4% | 2.7% |
| At-Risk | 139 | 28.8% | 58.7% | 49.2% | 140 | 28.9% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 0 | 0.0% | 28.1% | 21.0% | 0 | 0.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 11 | 2.3% | 5.6% | 8.3% | 11 | 2.3% | 5.6% | 8.3% |
| Special Education | 69 | 14.3% | 11.9% | 11.1% | 72 | 14.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 69 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 17 | 24.6% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 24 | 34.8% | 18.2% | 21.3% | | | | |
| Students with Autism | 20 | 29.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 49 | 11.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 1 | 0.2% | 2.2% | 2.8% | | | | |
| Hispanic | 36 | 8.2% | 10.6% | 7.1% | | | | |
| White | 11 | 2.5% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 4 | 6.9% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 7 | 20.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 40 | 15.7% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 110 | 24.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.3% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 14.7% | 8.0% | 1.9% | 9.5% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 12.5% | 1.8% | 1.4% |
| Grade 3 | 0.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 14.8 | 17.4 | 17.7 |
| Grade 1 | 18.3 | 17.9 | 18.0 |
| Grade 2 | 14.6 | 16.4 | 18.0 |
| Grade 3 | 20.1 | 17.4 | 18.2 |
| Grade 4 | 15.6 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 60.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 47.1 | 78.4% | 58.7% | 64.3% |
| Teachers | 39.5 | 65.7% | 45.1% | 49.6% |
| Professional Support | 5.6 | 9.4% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.3% | 2.3% | 3.0% |
| Educational Aides: | 13.0 | 21.6% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 14.3 | 23.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 2.5% | 9.9% | 11.1% |
| Hispanic | 6.1 | 15.4% | 38.0% | 28.4% |
| White | 32.4 | 82.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.1 | 7.8% | 24.8% | 23.8% |
| Females | 36.4 | 92.2% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 34.4 | 87.1% | 75.9% | 73.0% |
| Masters | 5.1 | 12.9% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.5% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.0 | 30.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 12.5 | 31.8% | 24.4% | 20.3% |
| 11-20 Years Experience | 4.2 | 10.6% | 28.3% | 29.1% |
| 21-30 Years Experience | 9.0 | 22.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.7 | 1.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 8.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 8.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 9.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 9.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,927 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,878 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$54,024 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$57,376 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,641 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,557 | \$60,082 | \$57,641 |
| Professional Support | \$64,446 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$102,935 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.8 | 4.7% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 32.2 | 81.6% | 63.3% | 71.0% |
| Special Education | 5.4 | 13.7% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
TURNER EL (101917132) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MORALES ELEMENTARY

Campus Number: 101917133

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 54% | - | 56% | * | - | - | - | * | 25% | * | 51% | 86% | 53% | 52% |
| | 2019 | 76% | 80% | 75% | - | 77% | * | - | - | - | * | 60% | * | 79% | 43% | 75% | 78% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 19% | - | 20% | * | - | - | - | * | 8% | * | 16% | 43% | 17% | 16% |
| | 2019 | 45% | 42% | 53% | - | 56% | * | - | - | - | * | 40% | * | 58% | 14% | 51% | 53% |
| At Masters Grade Level | 2021 | 19% | 12% | 9% | - | 9% | * | - | - | - | * | 0% | * | 7% | 29% | 9% | 16% |
| | 2019 | 27% | 23% | 34% | - | 36% | * | - | - | - | * | 30% | * | 38% | 0% | 34% | 34% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 38% | - | 40% | * | - | - | - | * | 8% | * | 38% | 29% | 37% | 52% |
| | 2019 | 79% | 78% | 88% | - | 87% | * | - | - | - | * | 70% | * | 89% | 71% | 88% | 81% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 5% | - | 5% | * | - | - | - | * | 0% | * | 5% | 0% | 4% | 10% |
| | 2019 | 49% | 41% | 53% | - | 53% | * | - | - | - | * | 40% | * | 58% | 14% | 53% | 53% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | - | 1% | * | - | - | - | * | 0% | * | 1% | 0% | 1% | 3% |
| | 2019 | 25% | 17% | 21% | - | 21% | * | - | - | - | * | 40% | * | 23% | 0% | 21% | 19% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 49% | - | 50% | * | - | - | - | * | 33% | - | 52% | 33% | 47% | 49% |
| | 2019 | 75% | 77% | 80% | - | 81% | * | - | - | - | - | 50% | * | 79% | 87% | 80% | 74% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 17% | - | 16% | * | - | - | - | * | 25% | - | 15% | 25% | 15% | 14% |
| | 2019 | 44% | 41% | 37% | - | 37% | * | - | - | - | - | 33% | * | 36% | 40% | 36% | 33% |
| At Masters Grade Level | 2021 | 17% | 8% | 5% | - | 5% | * | - | - | - | * | 8% | - | 6% | 0% | 4% | 2% |
| | 2019 | 22% | 17% | 14% | - | 14% | * | - | - | - | - | 17% | * | 11% | 27% | 14% | 12% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 52% | - | 53% | * | - | - | - | * | 33% | - | 52% | 50% | 52% | 57% |
| | 2019 | 75% | 75% | 84% | - | 84% | * | - | - | - | - | 50% | * | 82% | 93% | 84% | 88% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 22% | - | 21% | * | - | - | - | * | 25% | - | 21% | 25% | 21% | 22% |
| | 2019 | 48% | 40% | 47% | - | 48% | * | - | - | - | - | 33% | * | 47% | 47% | 48% | 50% |
| At Masters Grade Level | 2021 | 21% | 10% | 10% | - | 9% | * | - | - | - | * | 17% | - | 7% | 25% | 8% | 6% |
| | 2019 | 28% | 18% | 24% | - | 25% | * | - | - | - | - | 33% | * | 24% | 27% | 24% | 14% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 31% | - | 30% | * | - | - | - | * | 33% | - | 32% | 25% | 28% | 24% |
| | 2019 | 67% | 66% | 56% | - | 56% | * | - | - | - | - | 38% | * | 57% | 50% | 56% | 51% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 8% | - | 8% | * | - | - | - | * | 25% | - | 8% | 8% | 7% | 6% |
| | 2019 | 35% | 30% | 26% | - | 26% | * | - | - | - | - | 31% | * | 28% | 19% | 26% | 21% |
| At Masters Grade Level | 2021 | 8% | 4% | 4% | - | 3% | * | - | - | - | * | 17% | - | 3% | 8% | 3% | 2% |
| | 2019 | 11% | 8% | 8% | - | 8% | * | - | - | - | - | 23% | * | 8% | 6% | 8% | 5% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | - | 46% | 29% | - | - | - | 20% | 27% | * | 45% | 42% | 43% | 46% |
| | 2019 | 78% | 76% | 76% | - | 77% | 63% | - | - | - | * | 53% | 67% | 77% | 72% | 76% | 74% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 14% | - | 14% | 21% | - | - | - | 0% | 17% | * | 13% | 20% | 13% | 14% |
| | 2019 | 50% | 45% | 43% | - | 43% | 25% | - | - | - | * | 35% | 27% | 45% | 30% | 42% | 41% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | - | 5% | 14% | - | - | - | 0% | 8% | * | 5% | 12% | 5% | 5% |
| | 2019 | 24% | 18% | 20% | - | 21% | 0% | - | - | - | * | 28% | 7% | 20% | 15% | 19% | 16% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 52% | - | 53% | 33% | - | - | - | * | 29% | * | 51% | 53% | 50% | 50% |
| | 2019 | 75% | 72% | 78% | - | 79% | 50% | - | - | - | * | 55% | 83% | 79% | 73% | 78% | 76% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 18% | - | 18% | 17% | - | - | - | * | 17% | * | 16% | 32% | 16% | 15% |
| | 2019 | 48% | 42% | 44% | - | 46% | 17% | - | - | - | * | 36% | 17% | 46% | 32% | 43% | 42% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | - | 7% | 0% | - | - | - | * | 4% | * | 6% | 11% | 7% | 8% |
| | 2019 | 21% | 15% | 23% | - | 24% | 0% | - | - | - | * | 23% | 0% | 24% | 18% | 23% | 22% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 45% | - | 46% | 17% | - | - | - | * | 21% | * | 45% | 42% | 44% | 55% |
| | 2019 | 82% | 82% | 86% | - | 86% | 83% | - | - | - | * | 59% | 67% | 86% | 86% | 86% | 85% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 13% | - | 14% | 17% | - | - | - | * | 13% | * | 13% | 16% | 13% | 18% |
| | 2019 | 52% | 47% | 50% | - | 50% | 33% | - | - | - | * | 36% | 33% | 52% | 36% | 50% | 51% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | - | 5% | 17% | - | - | - | * | 8% | * | 4% | 16% | 5% | 5% |
| | 2019 | 26% | 21% | 23% | - | 24% | 0% | - | - | - | * | 36% | 17% | 23% | 18% | 23% | 16% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 31% | - | 30% | * | - | - | - | * | 33% | - | 32% | 25% | 28% | 24% |
| | 2019 | 68% | 66% | 56% | - | 56% | * | - | - | - | - | 38% | * | 57% | 50% | 56% | 51% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 8% | - | 8% | * | - | - | - | * | 25% | - | 8% | 8% | 7% | 6% |
| | 2019 | 38% | 32% | 26% | - | 26% | * | - | - | - | - | 31% | * | 28% | 19% | 26% | 21% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | - | 3% | * | - | - | - | * | 17% | - | 3% | 8% | 3% | 2% |
| | 2019 | 14% | 10% | 8% | - | 8% | * | - | - | - | - | 23% | * | 8% | 6% | 8% | 5% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 66 | - | 66 | * | - | - | - | - | 56 | * | 58 | 92 | 66 | 67 |
| | 2018 | 63 | 61 | 58 | * | 60 | * | - | - | - | * | 56 | * | 51 | 78 | 53 | 60 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 74 | - | 75 | * | - | - | - | - | 79 | * | 73 | 77 | 74 | 73 |
| | 2018 | 65 | 61 | 56 | * | 55 | * | - | - | - | * | 70 | * | 51 | 74 | 56 | 65 |
| All Grades Both Subjects | 2019 | 69 | 69 | 71 | - | 72 | 56 | - | - | - | - | 69 | 50 | 68 | 83 | 71 | 72 |
| | 2018 | 69 | 68 | 56 | * | 57 | 56 | - | - | - | * | 63 | * | 51 | 76 | 55 | 64 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 66 | - | 66 | * | - | - | - | - | 56 | * | 58 | 92 | 66 | 67 |
| | 2018 | 69 | 68 | 58 | * | 60 | * | - | - | - | * | 56 | * | 51 | 78 | 53 | 60 |
| All Grades Mathematics | 2019 | 70 | 70 | 74 | - | 75 | * | - | - | - | - | 79 | * | 73 | 77 | 74 | 73 |
| | 2018 | 70 | 69 | 56 | * | 55 | * | - | - | - | * | 70 | * | 51 | 74 | 56 | 65 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 45% | 46% | - | 45% | - | - | * | - | - | - | - | 43% | 44% | 46% | - |
| | 2019 | 78% | 76% | 76% | 73% | - | 73% | - | - | - | - | - | - | - | 70% | | 73% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 14% | 16% | - | 14% | - | - | * | - | - | - | - | 3% | 15% | 14% | - |
| | 2019 | 50% | 45% | 43% | 42% | - | 42% | - | - | - | - | - | - | - | 17% | | 38% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 6% | - | 6% | - | - | * | - | - | - | - | 0% | 6% | 5% | - |
| | 2019 | 24% | 18% | 20% | 16% | - | 16% | - | - | - | - | - | - | - | 4% | | 14% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 52% | 49% | - | 48% | - | - | * | - | - | - | - | 55% | 53% | 50% | - |
| | 2019 | 75% | 72% | 78% | 74% | - | 74% | - | - | - | - | - | - | - | 75% | | 74% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 18% | 18% | - | 16% | - | - | * | - | - | - | - | 0% | 20% | 15% | - |
| | 2019 | 48% | 42% | 44% | 42% | - | 42% | - | - | - | - | - | - | - | 13% | | 39% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 9% | - | 9% | - | - | * | - | - | - | - | 0% | 6% | 8% | - |
| | 2019 | 21% | 15% | 23% | 21% | - | 21% | - | - | - | - | - | - | - | 0% | | 19% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 45% | 57% | - | 57% | - | - | * | - | - | - | - | 45% | 35% | 55% | - |
| | 2019 | 82% | 82% | 86% | 84% | - | 84% | - | - | - | - | - | - | - | 88% | | 84% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 13% | 19% | - | 18% | - | - | * | - | - | - | - | 9% | 10% | 18% | - |
| | 2019 | 52% | 47% | 50% | 53% | - | 53% | - | - | - | - | - | - | - | 25% | | 50% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 6% | - | 6% | - | - | * | - | - | - | - | 0% | 6% | 5% | - |
| | 2019 | 26% | 21% | 23% | 18% | - | 18% | - | - | - | - | - | - | - | 13% | | 17% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 31% | 24% | - | 23% | - | - | * | - | - | - | - | 25% | 41% | 24% | - |
| | 2019 | 68% | 66% | 56% | 51% | - | 51% | - | - | - | - | - | - | - | 43% | | 50% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 8% | 7% | - | 5% | - | - | * | - | - | - | - | 0% | 12% | 6% | - |
| | 2019 | 38% | 32% | 26% | 20% | - | 20% | - | - | - | - | - | - | - | 14% | | 19% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 2% | - | 3% | - | - | * | - | - | - | - | 0% | 6% | 2% | - |
| | 2019 | 14% | 10% | 8% | 3% | - | 3% | - | - | - | - | - | - | - | 0% | | 2% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | - | 100% | 100% | - | - | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 83% | 88% | 93% | - | 92% | 93% | - | - | - | 100% | 94% | 57% | 96% | 72% | 93% | 89% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | - | 3% | 7% | - | - | - | 0% | 0% | 0% | 1% | 13% | 3% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | - | 5% | 0% | - | - | - | 0% | 6% | 43% | 3% | 14% | 4% | 9% |
| Not Tested | 12% | 6% | 0% | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 2% | 2% | 0% | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | - | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | - | 100% | 100% | - | - | - | * | 98% | 100% | 100% | 99% | 100% | 99% |
| Included in Accountability | 94% | 94% | 96% | - | 96% | 89% | - | - | - | * | 93% | 100% | 98% | 87% | 97% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | - | 3% | 11% | - | - | - | * | 3% | 0% | 2% | 10% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | - | 0% | 0% | - | - | - | * | 2% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | - | 0% | 0% | - | - | - | * | 2% | 0% | 0% | 1% | 0% | 1% |
| Absent | 1% | 1% | 0% | - | 0% | 0% | - | - | - | * | 2% | 0% | 0% | 1% | 0% | 1% |
| Other | 0% | 0% | 0% | - | 0% | 0% | - | - | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.7% | - | 98.8% | 96.5% | * | - | - | * | 98.9% | 98.7% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.5% | * | 95.6% | 93.7% | - | - | - | * | 94.3% | 95.5% | 96.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.7% | - | 3.6% | 9.1% | * | - | - | * | 3.8% | 2.9% | 4.3% |
| 2018-19 | 11.4% | 15.3% | 8.0% | * | 7.6% | 18.8% | - | - | - | * | 11.1% | 7.9% | 3.0% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 473 | 100.0% | 50,547 | 5,359,040 | 476 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 16 | 3.4% | 0.3% | 0.3% | 19 | 4.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 41 | 8.7% | 3.8% | 3.7% | 41 | 8.6% | 3.7% | 3.7% |
| Kindergarten | 76 | 16.1% | 6.4% | 6.7% | 76 | 16.0% | 6.4% | 6.7% |
| Grade 1 | 81 | 17.1% | 6.8% | 7.1% | 81 | 17.0% | 6.8% | 7.1% |
| Grade 2 | 74 | 15.6% | 6.7% | 7.1% | 74 | 15.5% | 6.7% | 7.1% |
| Grade 3 | 94 | 19.9% | 6.9% | 7.1% | 94 | 19.7% | 6.9% | 7.1% |
| Grade 4 | 91 | 19.2% | 7.1% | 7.2% | 91 | 19.1% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 0 | 0.0% | 7.7% | 12.7% | 1 | 0.2% | 7.7% | 12.7% |
| Hispanic | 450 | 95.1% | 83.2% | 52.9% | 452 | 95.0% | 83.2% | 52.9% |
| White | 20 | 4.2% | 5.3% | 26.5% | 20 | 4.2% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.6% | 0.7% | 2.7% | 3 | 0.6% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 244 | 51.6% | 48.5% | 48.9% | 244 | 51.3% | 48.5% | 48.9% |
| Male | 229 | 48.4% | 51.5% | 51.1% | 232 | 48.7% | 51.5% | 51.1% |
| Economically Disadvantaged | 432 | 91.3% | 83.8% | 60.3% | 433 | 91.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 41 | 8.7% | 16.2% | 39.7% | 43 | 9.0% | 16.3% | 39.8% |
| Section 504 Students | 13 | 2.7% | 5.8% | 7.2% | 13 | 2.7% | 5.7% | 7.2% |
| EB Students/EL | 217 | 45.9% | 30.0% | 20.7% | 217 | 45.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 17 | 3.6% | 4.6% | 4.5% | 17 | 3.6% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 1.3% | 0.8% | 1.1% | 6 | 1.3% | 0.8% | 1.1% |
| Immigrant | 22 | 4.7% | 2.8% | 2.0% | 22 | 4.6% | 2.8% | 2.0% |
| Migrant | 1 | 0.2% | 0.2% | 0.3% | 1 | 0.2% | 0.2% | 0.3% |
| Title I | 473 | 100.0% | 68.6% | 64.5% | 476 | 100.0% | 68.5% | 64.5% |
| Military Connected | 3 | 0.6% | 0.4% | 2.7% | 3 | 0.6% | 0.4% | 2.7% |
| At-Risk | 350 | 74.0% | 58.7% | 49.2% | 351 | 73.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 194 | 41.0% | 28.1% | 21.0% | 194 | 40.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 7 | 1.5% | 5.6% | 8.3% | 7 | 1.5% | 5.6% | 8.3% |
| Special Education | 73 | 15.4% | 11.9% | 11.1% | 76 | 16.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 73 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 17 | 23.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 27 | 37.0% | 18.2% | 21.3% | | | | |
| Students with Autism | 16 | 21.9% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 6 | 8.2% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 7 | 9.6% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 49 | 12.9% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 0 | 0.0% | 2.2% | 2.8% | | | | |
| Hispanic | 44 | 11.5% | 10.6% | 7.1% | | | | |
| White | 3 | 0.8% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.3% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 4 | 7.7% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 28 | 15.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 44 | 12.5% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 65 | 16.0% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 20.8% | 8.0% | 1.9% | 20.0% | 8.8% | 3.2% |
| Grade 2 | 3.7% | 2.8% | 1.0% | 7.7% | 1.8% | 1.4% |
| Grade 3 | 1.2% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 1.7% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 22.0 | 17.4 | 17.7 |
| Grade 1 | 14.7 | 17.9 | 18.0 |
| Grade 2 | 20.0 | 16.4 | 18.0 |
| Grade 3 | 20.3 | 17.4 | 18.2 |
| Grade 4 | 14.3 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 62.3 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 44.8 | 72.0% | 58.7% | 64.3% |
| Teachers | 36.7 | 58.9% | 45.1% | 49.6% |
| Professional Support | 6.2 | 9.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 3.2% | 2.3% | 3.0% |
| Educational Aides: | 17.5 | 28.0% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 43.7 | 70.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 4.0 | 11.0% | 9.9% | 11.1% |
| Hispanic | 18.0 | 49.1% | 38.0% | 28.4% |
| White | 12.6 | 34.5% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.7% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.7% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.0 | 2.7% | 24.8% | 23.8% |
| Females | 35.7 | 97.3% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 29.0 | 79.2% | 75.9% | 73.0% |
| Masters | 6.6 | 18.1% | 22.3% | 25.0% |
| Doctorate | 1.0 | 2.7% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 0.0 | 0.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 7.5 | 20.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.0 | 38.2% | 24.4% | 20.3% |
| 11-20 Years Experience | 12.0 | 32.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.2 | 8.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | - | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$56,246 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,713 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$53,619 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,139 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,034 | \$60,082 | \$57,641 |
| Professional Support | \$66,115 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$98,570 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 13.7 | 37.3% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 18.4 | 50.3% | 63.3% | 71.0% |
| Special Education | 4.5 | 12.2% | 14.6% | 9.4% |
| Other | 0.1 | 0.2% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MORALES ELEMENTARY (101917133) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MATTHYS EL

Campus Number: 101917134

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 56% | - | 55% | * | - | - | - | - | 18% | * | 57% | 43% | 55% | 60% |
| | 2019 | 76% | 80% | 83% | * | 83% | - | - | - | - | - | 70% | 60% | 82% | 92% | 84% | 87% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 22% | - | 22% | * | - | - | - | - | 6% | * | 23% | 0% | 20% | 29% |
| | 2019 | 45% | 42% | 35% | * | 34% | - | - | - | - | - | 40% | 20% | 34% | 42% | 34% | 37% |
| At Masters Grade Level | 2021 | 19% | 12% | 6% | - | 6% | * | - | - | - | - | 0% | * | 6% | 0% | 5% | 11% |
| | 2019 | 27% | 23% | 12% | * | 13% | - | - | - | - | - | 0% | 0% | 14% | 0% | 12% | 14% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 47% | - | 47% | * | - | - | - | - | 35% | * | 48% | 29% | 45% | 53% |
| | 2019 | 79% | 78% | 78% | * | 79% | - | - | - | - | - | 80% | 100% | 78% | 83% | 78% | 84% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 14% | - | 14% | * | - | - | - | - | 12% | * | 14% | 14% | 13% | 20% |
| | 2019 | 49% | 41% | 37% | * | 36% | - | - | - | - | - | 40% | 60% | 36% | 42% | 36% | 37% |
| At Masters Grade Level | 2021 | 14% | 6% | 1% | - | 1% | * | - | - | - | - | 0% | * | 1% | 0% | 0% | 2% |
| | 2019 | 25% | 17% | 10% | * | 10% | - | - | - | - | - | 10% | 20% | 11% | 8% | 10% | 6% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 52% | - | 52% | * | * | - | - | - | 29% | * | 56% | 31% | 49% | 56% |
| | 2019 | 75% | 77% | 73% | * | 72% | * | - | * | - | - | 22% | * | 73% | 74% | 71% | 70% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 20% | - | 20% | * | * | - | - | - | 21% | * | 23% | 6% | 16% | 20% |
| | 2019 | 44% | 41% | 29% | * | 29% | * | - | * | - | - | 22% | * | 32% | 17% | 28% | 27% |
| At Masters Grade Level | 2021 | 17% | 8% | 4% | - | 4% | * | * | - | - | - | 0% | * | 5% | 0% | 1% | 4% |
| | 2019 | 22% | 17% | 10% | * | 10% | * | - | * | - | - | 22% | * | 12% | 4% | 10% | 7% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 59% | - | 59% | * | * | - | - | - | 36% | * | 59% | 56% | 56% | 69% |
| | 2019 | 75% | 75% | 76% | * | 76% | * | - | * | - | - | 22% | * | 76% | 74% | 74% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 24% | - | 24% | * | * | - | - | - | 14% | * | 27% | 13% | 21% | 26% |
| | 2019 | 48% | 40% | 46% | * | 46% | * | - | * | - | - | 22% | * | 48% | 35% | 44% | 49% |
| At Masters Grade Level | 2021 | 21% | 10% | 14% | - | 14% | * | * | - | - | - | 7% | * | 17% | 0% | 12% | 17% |
| | 2019 | 28% | 18% | 23% | * | 23% | * | - | * | - | - | 22% | * | 28% | 4% | 24% | 27% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 48% | - | 48% | * | * | - | - | - | 21% | * | 50% | 40% | 44% | 46% |
| | 2019 | 67% | 66% | 62% | * | 61% | * | - | * | - | - | 33% | * | 62% | 61% | 60% | 68% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 14% | - | 13% | * | * | - | - | - | 14% | * | 17% | 0% | 11% | 13% |
| | 2019 | 35% | 30% | 19% | * | 19% | * | - | * | - | - | 22% | * | 22% | 9% | 19% | 17% |
| At Masters Grade Level | 2021 | 8% | 4% | 5% | - | 5% | * | * | - | - | - | 7% | * | 6% | 0% | 5% | 7% |
| | 2019 | 11% | 8% | 5% | * | 4% | * | - | * | - | - | 11% | * | 4% | 9% | 5% | 1% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 52% | - | 52% | 20% | * | - | - | - | 28% | 24% | 54% | 41% | 50% | 57% |
| | 2019 | 78% | 76% | 74% | 92% | 74% | * | - | * | - | - | 47% | 77% | 74% | 74% | 73% | 77% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | - | 18% | 0% | * | - | - | - | 13% | 0% | 21% | 7% | 16% | 21% |
| | 2019 | 50% | 45% | 33% | 58% | 33% | * | - | * | - | - | 30% | 38% | 34% | 26% | 32% | 33% |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | - | 6% | 0% | * | - | - | - | 3% | 0% | 7% | 0% | 5% | 8% |
| | 2019 | 24% | 18% | 12% | 33% | 12% | * | - | * | - | - | 13% | 8% | 14% | 5% | 12% | 11% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | - | 54% | * | * | - | - | - | 23% | 29% | 57% | 35% | 52% | 58% |
| | 2019 | 75% | 72% | 78% | 100% | 77% | * | - | * | - | - | 47% | 50% | 78% | 80% | 77% | 78% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | - | 21% | * | * | - | - | - | 13% | 0% | 23% | 4% | 18% | 24% |
| | 2019 | 48% | 42% | 32% | 60% | 32% | * | - | * | - | - | 32% | 17% | 33% | 26% | 31% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | - | 5% | * | * | - | - | - | 0% | 0% | 6% | 0% | 3% | 7% |
| | 2019 | 21% | 15% | 11% | 20% | 11% | * | - | * | - | - | 11% | 0% | 13% | 3% | 11% | 10% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | - | 53% | * | * | - | - | - | 35% | 29% | 53% | 48% | 51% | 62% |
| | 2019 | 82% | 82% | 77% | 80% | 77% | * | - | * | - | - | 53% | 100% | 77% | 77% | 76% | 81% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | - | 19% | * | * | - | - | - | 13% | 0% | 20% | 13% | 17% | 23% |
| | 2019 | 52% | 47% | 41% | 60% | 41% | * | - | * | - | - | 32% | 67% | 42% | 37% | 40% | 43% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | - | 8% | * | * | - | - | - | 3% | 0% | 9% | 0% | 6% | 10% |
| | 2019 | 26% | 21% | 17% | 40% | 17% | * | - | * | - | - | 16% | 17% | 19% | 6% | 17% | 17% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | - | 48% | * | * | - | - | - | 21% | * | 50% | 40% | 44% | 46% |
| | 2019 | 68% | 66% | 62% | * | 61% | * | - | * | - | - | 33% | * | 62% | 61% | 60% | 68% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | - | 13% | * | * | - | - | - | 14% | * | 17% | 0% | 11% | 13% |
| | 2019 | 38% | 32% | 19% | * | 19% | * | - | * | - | - | 22% | * | 22% | 9% | 19% | 17% |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | - | 5% | * | * | - | - | - | 7% | * | 6% | 0% | 5% | 7% |
| | 2019 | 14% | 10% | 5% | * | 4% | * | - | * | - | - | 11% | * | 4% | 9% | 5% | 1% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 61 | * | 61 | * | - | - | - | - | 33 | - | 63 | 58 | 61 | 38 |
| | 2018 | 63 | 61 | 53 | - | 52 | * | - | * | - | - | 44 | * | 46 | 77 | 51 | 43 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 65 | * | 64 | * | - | - | - | - | 78 | * | 63 | 75 | 67 | 57 |
| | 2018 | 65 | 61 | 74 | - | 74 | * | - | * | - | - | 57 | * | 73 | 77 | 73 | 81 |
| All Grades Both Subjects | 2019 | 69 | 69 | 64 | * | 63 | * | - | - | - | - | 56 | * | 63 | 67 | 65 | 53 |
| | 2018 | 69 | 68 | 67 | - | 67 | * | - | * | - | - | 52 | 71 | 65 | 77 | 66 | 74 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 61 | * | 61 | * | - | - | - | - | 33 | - | 63 | 58 | 61 | 38 |
| | 2018 | 69 | 68 | 53 | - | 52 | * | - | * | - | - | 44 | * | 46 | 77 | 51 | 43 |
| All Grades Mathematics | 2019 | 70 | 70 | 65 | * | 64 | * | - | - | - | - | 78 | * | 63 | 75 | 67 | 57 |
| | 2018 | 70 | 69 | 74 | - | 74 | * | - | * | - | - | 57 | * | 73 | 77 | 73 | 81 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 52% | 54% | - | 54% | - | - | - | - | - | - | - | 63% | 47% | 56% | * |
| | 2019 | 78% | 76% | 74% | 80% | - | 80% | - | - | - | - | - | - | - | 50% | | 77% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 24% | - | 24% | - | - | - | - | - | - | - | 13% | 16% | 20% | * |
| | 2019 | 50% | 45% | 33% | 36% | - | 36% | - | - | - | - | - | - | - | 3% | | 33% | |
| At Masters Grade Level | 2021 | 18% | 12% | 6% | 8% | - | 8% | - | - | - | - | - | - | - | 7% | 3% | 8% | * |
| | 2019 | 24% | 18% | 12% | 12% | - | 12% | - | - | - | - | - | - | - | 0% | | 11% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 56% | - | 56% | - | - | - | - | - | - | - | 60% | 49% | 57% | * |
| | 2019 | 75% | 72% | 78% | 81% | - | 81% | - | - | - | - | - | - | - | 57% | | 78% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 26% | - | 26% | - | - | - | - | - | - | - | 16% | 17% | 23% | * |
| | 2019 | 48% | 42% | 32% | 34% | - | 34% | - | - | - | - | - | - | - | 0% | | 31% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 7% | - | 7% | - | - | - | - | - | - | - | 8% | 2% | 7% | * |
| | 2019 | 21% | 15% | 11% | 11% | - | 11% | - | - | - | - | - | - | - | 0% | | 10% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 53% | 60% | - | 60% | - | - | - | - | - | - | - | 64% | 42% | 61% | * |
| | 2019 | 82% | 82% | 77% | 84% | - | 84% | - | - | - | - | - | - | - | 57% | | 81% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 19% | 26% | - | 26% | - | - | - | - | - | - | - | 12% | 14% | 22% | * |
| | 2019 | 52% | 47% | 41% | 47% | - | 47% | - | - | - | - | - | - | - | 7% | | 43% | |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 10% | - | 10% | - | - | - | - | - | - | - | 8% | 5% | 9% | * |
| | 2019 | 26% | 21% | 17% | 19% | - | 19% | - | - | - | - | - | - | - | 0% | | 17% | |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 48% | 32% | - | 32% | - | - | - | - | - | - | - | 64% | 51% | 45% | * |
| | 2019 | 68% | 66% | 62% | 72% | - | 72% | - | - | - | - | - | - | - | 17% | | 68% | |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 14% | 13% | - | 13% | - | - | - | - | - | - | - | 9% | 15% | 11% | * |
| | 2019 | 38% | 32% | 19% | 18% | - | 18% | - | - | - | - | - | - | - | 0% | | 17% | |
| At Masters Grade Level | 2021 | 9% | 4% | 5% | 6% | - | 6% | - | - | - | - | - | - | - | 5% | 3% | 6% | * |
| | 2019 | 14% | 10% | 5% | 2% | - | 2% | - | - | - | - | - | - | - | 0% | | 1% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 100% | * | 100% | 100% | * | - | - | - | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 83% | 88% | 94% | * | 94% | 100% | * | - | - | - | 92% | 100% | 97% | 76% | 94% | 92% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | * | 1% | 0% | * | - | - | - | 2% | 0% | 0% | 11% | 1% | 1% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | * | 4% | 0% | * | - | - | - | 5% | 0% | 2% | 11% | 4% | 7% |
| Not Tested | 12% | 6% | 0% | * | 0% | 0% | * | - | - | - | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 2% | 2% | 0% | * | 0% | 0% | * | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 0% | * | 0% | 0% | * | - | - | - | 1% | 0% | 0% | 1% | 0% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | * | - | * | - | - | 100% | 100% | 100% | 100% | 100% | 99% |
| Included in Accountability | 94% | 94% | 97% | 71% | 97% | * | - | * | - | - | 100% | 100% | 99% | 88% | 96% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 3% | 29% | 2% | * | - | * | - | - | 0% | 0% | 1% | 12% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | * | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | * | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 1% |
| Absent | 1% | 1% | 0% | 0% | 0% | * | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | * | - | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.1% | * | 99.1% | * | * | * | - | - | 98.9% | 99.1% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 95.9% | 95.5% | 96.0% | 95.3% | * | * | - | - | 94.1% | 95.9% | 96.6% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 1.6% | * | 1.6% | 0.0% | * | * | - | - | 1.6% | 1.6% | 0.4% |
| 2018-19 | 11.4% | 15.3% | 6.7% | 10.0% | 6.8% | 0.0% | * | * | - | - | 15.4% | 7.0% | 4.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 544 | 100.0% | 50,547 | 5,359,040 | 544 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 60 | 11.0% | 3.8% | 3.7% | 60 | 11.0% | 3.7% | 3.7% |
| Kindergarten | 94 | 17.3% | 6.4% | 6.7% | 94 | 17.3% | 6.4% | 6.7% |
| Grade 1 | 88 | 16.2% | 6.8% | 7.1% | 88 | 16.2% | 6.8% | 7.1% |
| Grade 2 | 95 | 17.5% | 6.7% | 7.1% | 95 | 17.5% | 6.7% | 7.1% |
| Grade 3 | 104 | 19.1% | 6.9% | 7.1% | 104 | 19.1% | 6.9% | 7.1% |
| Grade 4 | 103 | 18.9% | 7.1% | 7.2% | 103 | 18.9% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 1 | 0.2% | 7.7% | 12.7% | 1 | 0.2% | 7.7% | 12.7% |
| Hispanic | 527 | 96.9% | 83.2% | 52.9% | 527 | 96.9% | 83.2% | 52.9% |
| White | 12 | 2.2% | 5.3% | 26.5% | 12 | 2.2% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 2 | 0.4% | 3.0% | 4.7% | 2 | 0.4% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 244 | 44.9% | 48.5% | 48.9% | 244 | 44.9% | 48.5% | 48.9% |
| Male | 300 | 55.1% | 51.5% | 51.1% | 300 | 55.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 484 | 89.0% | 83.8% | 60.3% | 484 | 89.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 60 | 11.0% | 16.2% | 39.7% | 60 | 11.0% | 16.3% | 39.8% |
| Section 504 Students | 17 | 3.1% | 5.8% | 7.2% | 17 | 3.1% | 5.7% | 7.2% |
| EB Students/EL | 268 | 49.3% | 30.0% | 20.7% | 268 | 49.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 17 | 3.1% | 4.6% | 4.5% | 17 | 3.1% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.9% | 0.8% | 1.1% | 5 | 0.9% | 0.8% | 1.1% |
| Immigrant | 14 | 2.6% | 2.8% | 2.0% | 14 | 2.6% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 544 | 100.0% | 68.6% | 64.5% | 544 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.4% | 0.4% | 2.7% | 2 | 0.4% | 0.4% | 2.7% |
| At-Risk | 369 | 67.8% | 58.7% | 49.2% | 369 | 67.8% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 243 | 44.7% | 28.1% | 21.0% | 243 | 44.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 14 | 2.6% | 5.6% | 8.3% | 14 | 2.6% | 5.6% | 8.3% |
| Special Education | 74 | 13.6% | 11.9% | 11.1% | 74 | 13.6% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 74 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 17 | 23.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 26 | 35.1% | 18.2% | 21.3% | | | | |
| Students with Autism | 21 | 28.4% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 33 | 7.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 0.4% | 2.2% | 2.8% | | | | |
| Hispanic | 30 | 6.7% | 10.6% | 7.1% | | | | |
| White | 1 | 0.2% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 1 | 1.6% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 11 | 4.5% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 31 | 8.0% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 60 | 12.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 11.8% | 8.0% | 1.9% | 14.3% | 8.8% | 3.2% |
| Grade 2 | 4.9% | 2.8% | 1.0% | 4.2% | 1.8% | 1.4% |
| Grade 3 | 2.3% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 8.3% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 18.3 | 17.4 | 17.7 |
| Grade 1 | 15.7 | 17.9 | 18.0 |
| Grade 2 | 14.3 | 16.4 | 18.0 |
| Grade 3 | 14.3 | 17.4 | 18.2 |
| Grade 4 | 15.4 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 69.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 51.2 | 73.5% | 58.7% | 64.3% |
| Teachers | 43.1 | 61.8% | 45.1% | 49.6% |
| Professional Support | 6.2 | 8.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.9% | 2.3% | 3.0% |
| Educational Aides: | 18.5 | 26.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 54.7 | 78.4% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 0.0 | 0.0% | 9.9% | 11.1% |
| Hispanic | 31.0 | 72.0% | 38.0% | 28.4% |
| White | 10.1 | 23.4% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.0 | 4.6% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 3.0 | 7.0% | 24.8% | 23.8% |
| Females | 40.1 | 93.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 36.1 | 83.7% | 75.9% | 73.0% |
| Masters | 7.0 | 16.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 15.0 | 34.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 12.1 | 28.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.0 | 25.5% | 28.3% | 29.1% |
| 21-30 Years Experience | 3.0 | 7.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 14.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 14.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 17.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 17.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 8.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$51,778 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,400 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,232 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,989 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,240 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,768 | \$60,082 | \$57,641 |
| Professional Support | \$66,884 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$105,655 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 18.3 | 42.4% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 22.2 | 51.6% | 63.3% | 71.0% |
| Special Education | 2.6 | 6.1% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MATTHYS EL (101917134) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MORRIS MIDDLE

Campus Number: 101917135

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 72% | 66% | 72% | 80% | - | 89% | * | * | 45% | 100% | 75% | 63% | 71% | 70% |
| | 2019 | 86% | 84% | 88% | 83% | 87% | 94% | - | 97% | - | * | 57% | 100% | 91% | 78% | 87% | 88% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 38% | 31% | 34% | 60% | - | 74% | * | * | 18% | 80% | 40% | 29% | 36% | 32% |
| | 2019 | 54% | 47% | 51% | 46% | 49% | 67% | - | 69% | - | * | 25% | 60% | 54% | 42% | 50% | 49% |
| At Masters Grade Level | 2021 | 30% | 17% | 21% | 15% | 17% | 40% | - | 56% | * | * | 6% | 60% | 22% | 17% | 18% | 16% |
| | 2019 | 29% | 21% | 23% | 18% | 20% | 50% | - | 48% | - | * | 10% | 20% | 26% | 15% | 23% | 25% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 66% | 61% | 64% | 73% | - | 100% | * | * | 52% | 100% | 70% | 55% | 64% | 61% |
| | 2019 | 90% | 87% | 96% | 91% | 96% | 94% | - | 100% | - | * | 84% | 100% | 98% | 90% | 95% | 97% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 32% | 15% | 30% | 53% | - | 78% | * | * | 24% | 60% | 35% | 25% | 31% | 24% |
| | 2019 | 58% | 48% | 65% | 46% | 67% | 72% | - | 76% | - | * | 27% | 100% | 69% | 54% | 63% | 73% |
| At Masters Grade Level | 2021 | 25% | 10% | 14% | 3% | 11% | 20% | - | 59% | * | * | 6% | 40% | 15% | 8% | 12% | 11% |
| | 2019 | 36% | 25% | 38% | 28% | 37% | 28% | - | 72% | - | * | 16% | 20% | 40% | 32% | 37% | 46% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 63% | 52% | 63% | 73% | - | 85% | * | * | 40% | 60% | 64% | 59% | 60% | 65% |
| | 2019 | 75% | 73% | 83% | 77% | 83% | 89% | - | 97% | - | * | 49% | 100% | 86% | 75% | 82% | 82% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 25% | 14% | 23% | 27% | - | 67% | * | * | 18% | 40% | 27% | 20% | 23% | 28% |
| | 2019 | 49% | 44% | 49% | 38% | 48% | 56% | - | 79% | - | * | 24% | 40% | 54% | 37% | 47% | 49% |
| At Masters Grade Level | 2021 | 13% | 4% | 9% | 3% | 7% | 13% | - | 41% | * | * | 2% | 40% | 10% | 5% | 7% | 8% |
| | 2019 | 24% | 19% | 22% | 14% | 19% | 17% | - | 59% | - | * | 12% | 20% | 24% | 17% | 21% | 25% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 59% | 47% | 59% | 83% | - | 78% | * | 55% | 35% | * | 61% | 55% | 58% | 48% |
| | 2019 | 68% | 66% | 68% | 70% | 65% | 90% | - | 86% | * | 100% | 38% | 86% | 72% | 60% | 68% | 71% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 30% | 28% | 27% | 58% | - | 51% | * | 18% | 20% | * | 31% | 30% | 28% | 15% |
| | 2019 | 37% | 31% | 32% | 45% | 26% | 30% | - | 58% | * | 14% | 15% | 14% | 34% | 26% | 32% | 33% |
| At Masters Grade Level | 2021 | 15% | 9% | 10% | 6% | 7% | 17% | - | 35% | * | 9% | 6% | * | 9% | 14% | 9% | 4% |
| | 2019 | 18% | 12% | 12% | 19% | 8% | 10% | - | 33% | * | 14% | 5% | 0% | 13% | 11% | 12% | 13% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 66% | 51% | 70% | 57% | - | 73% | * | 56% | 43% | * | 66% | 65% | 64% | 69% |
| | 2019 | 81% | 73% | 75% | 63% | 76% | 100% | - | 82% | * | 100% | 54% | 57% | 79% | 66% | 75% | 79% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 23% | 15% | 25% | 14% | - | 33% | * | 22% | 28% | * | 22% | 27% | 23% | 14% |
| | 2019 | 47% | 26% | 25% | 26% | 23% | 33% | - | 53% | * | 29% | 19% | 43% | 27% | 21% | 24% | 30% |
| At Masters Grade Level | 2021 | 15% | 3% | 3% | 3% | 3% | 0% | - | 13% | * | 0% | 6% | * | 2% | 5% | 3% | 0% |
| | 2019 | 21% | 6% | 4% | 1% | 4% | 0% | - | 24% | * | 14% | 3% | 0% | 3% | 7% | 4% | 7% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 99% | 100% | 97% | 100% | - | 100% | - | * | * | - | 100% | 89% | 98% | 100% |
| | 2019 | 75% | 76% | 96% | 91% | 97% | * | - | 95% | - | - | * | - | 97% | 86% | 96% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 64% | 38% | 58% | 20% | - | 91% | - | * | * | - | 67% | 44% | 61% | 73% |
| | 2019 | 43% | 38% | 74% | 82% | 72% | * | - | 79% | - | - | * | - | 73% | 86% | 73% | 83% |
| At Masters Grade Level | 2021 | 12% | 5% | 29% | 13% | 18% | 0% | - | 59% | - | * | * | - | 32% | 11% | 28% | 27% |
| | 2019 | 17% | 9% | 30% | 18% | 26% | * | - | 47% | - | - | * | - | 30% | 29% | 31% | 39% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 67% | 56% | 66% | 77% | - | 88% | 100% | 56% | 43% | 74% | 69% | 60% | 65% | 63% |
| | 2019 | 78% | 76% | 82% | 76% | 81% | 93% | - | 93% | * | 100% | 58% | 86% | 86% | 73% | 81% | 84% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | 21% | 29% | 43% | - | 66% | 50% | 32% | 22% | 43% | 33% | 27% | 29% | 24% |
| | 2019 | 50% | 45% | 45% | 42% | 43% | 55% | - | 69% | * | 48% | 23% | 48% | 49% | 36% | 44% | 48% |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | 6% | 9% | 19% | - | 45% | 25% | 12% | 5% | 35% | 13% | 10% | 11% | 8% |
| | 2019 | 24% | 18% | 20% | 16% | 17% | 24% | - | 48% | * | 35% | 10% | 10% | 22% | 16% | 20% | 24% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 65% | 56% | 65% | 81% | - | 83% | * | 53% | 40% | 78% | 68% | 58% | 64% | 59% |
| | 2019 | 75% | 72% | 77% | 76% | 75% | 93% | - | 91% | * | 100% | 49% | 92% | 81% | 68% | 77% | 79% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | 30% | 30% | 59% | - | 61% | * | 20% | 19% | 44% | 35% | 29% | 32% | 23% |
| | 2019 | 48% | 42% | 41% | 45% | 36% | 54% | - | 63% | * | 30% | 21% | 33% | 43% | 33% | 40% | 41% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 10% | 12% | 30% | - | 44% | * | 13% | 6% | 33% | 15% | 15% | 14% | 10% |
| | 2019 | 21% | 15% | 17% | 19% | 13% | 36% | - | 40% | * | 20% | 8% | 8% | 19% | 13% | 17% | 18% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 69% | 59% | 69% | 74% | - | 94% | * | 60% | 48% | 78% | 72% | 62% | 68% | 67% |
| | 2019 | 82% | 82% | 86% | 77% | 87% | 96% | - | 94% | * | 100% | 72% | 75% | 90% | 77% | 86% | 90% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | 17% | 30% | 37% | - | 72% | * | 40% | 26% | 44% | 34% | 27% | 31% | 23% |
| | 2019 | 52% | 47% | 48% | 39% | 47% | 57% | - | 71% | * | 50% | 26% | 67% | 52% | 37% | 46% | 56% |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | 4% | 8% | 11% | - | 48% | * | 13% | 6% | 33% | 12% | 7% | 10% | 7% |
| | 2019 | 26% | 21% | 22% | 14% | 21% | 18% | - | 52% | * | 30% | 11% | 8% | 23% | 18% | 22% | 29% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 63% | 52% | 63% | 73% | - | 85% | * | * | 40% | 60% | 64% | 59% | 60% | 65% |
| | 2019 | 81% | 80% | 83% | 77% | 83% | 89% | - | 97% | - | * | 49% | 100% | 86% | 75% | 82% | 82% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 25% | 14% | 23% | 27% | - | 67% | * | * | 18% | 40% | 27% | 20% | 23% | 28% |
| | 2019 | 54% | 50% | 49% | 38% | 48% | 56% | - | 79% | - | * | 24% | 40% | 54% | 37% | 47% | 49% |
| At Masters Grade Level | 2021 | 20% | 12% | 9% | 3% | 7% | 13% | - | 41% | * | * | 2% | 40% | 10% | 5% | 7% | 8% |
| | 2019 | 25% | 19% | 22% | 14% | 19% | 17% | - | 59% | - | * | 12% | 20% | 24% | 17% | 21% | 25% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 73 | 78 | 71 | 82 | - | 79 | - | * | 71 | 70 | 73 | 74 | 73 | 72 |
| | 2018 | 80 | 76 | 75 | 74 | 75 | 70 | - | 74 | * | 86 | 67 | 75 | 74 | 79 | 75 | 75 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 84 | 84 | 84 | 82 | - | 84 | - | * | 86 | 60 | 84 | 82 | 83 | 82 |
| | 2018 | 81 | 74 | 75 | 74 | 75 | 77 | - | 75 | * | 83 | 74 | 58 | 75 | 77 | 75 | 79 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 40 | 46 | 37 | 25 | - | 54 | * | 29 | 32 | 29 | 39 | 41 | 42 | 44 |
| | 2018 | 47 | 48 | 43 | 32 | 41 | 50 | - | 69 | - | 17 | 29 | 50 | 43 | 42 | 41 | 50 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 39 | 39 | 38 | 56 | - | 38 | * | 50 | 53 | 21 | 37 | 41 | 38 | 35 |
| | 2018 | 56 | 56 | 53 | 51 | 52 | 56 | - | 64 | - | 42 | 57 | 71 | 53 | 52 | 53 | 50 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 45 | 45 | 38 | * | - | 61 | - | - | * | - | 44 | 50 | 45 | 53 |
| | 2018 | 67 | 65 | 56 | * | 52 | 43 | - | 67 | - | - | * | - | 52 | 94 | 61 | 55 |
| All Grades Both Subjects | 2019 | 69 | 69 | 58 | 60 | 56 | 66 | - | 66 | * | 43 | 63 | 42 | 58 | 58 | 58 | 58 |
| | 2018 | 69 | 68 | 62 | 58 | 62 | 58 | - | 71 | * | 58 | 57 | 63 | 61 | 64 | 62 | 64 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 55 | 61 | 53 | 61 | - | 66 | * | 30 | 54 | 46 | 55 | 56 | 57 | 57 |
| | 2018 | 69 | 68 | 59 | 53 | 59 | 56 | - | 71 | * | 54 | 48 | 62 | 58 | 61 | 58 | 62 |
| All Grades Mathematics | 2019 | 70 | 70 | 60 | 60 | 59 | 70 | - | 66 | * | 55 | 73 | 38 | 60 | 60 | 60 | 59 |
| | 2018 | 70 | 69 | 64 | 62 | 64 | 60 | - | 70 | * | 63 | 66 | 65 | 64 | 66 | 65 | 65 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 67% | * | - | * | - | - | - | - | - | - | - | 64% | 68% | 63% | - |
| | 2019 | 78% | 76% | 82% | 75% | - | 75% | - | - | - | 85% | - | 85% | - | 67% | | 74% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 31% | * | - | * | - | - | - | - | - | - | - | 24% | 34% | 24% | - |
| | 2019 | 50% | 45% | 45% | 32% | - | 32% | - | - | - | 44% | - | 44% | - | 34% | | 34% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 12% | * | - | * | - | - | - | - | - | - | - | 9% | 14% | 8% | - |
| | 2019 | 24% | 18% | 20% | 9% | - | 9% | - | - | - | 31% | - | 31% | - | 15% | | 12% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 65% | * | - | * | - | - | - | - | - | - | - | 59% | 67% | 59% | - |
| | 2019 | 75% | 72% | 77% | 67% | - | 67% | - | - | - | 80% | - | 80% | - | 61% | | 67% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 34% | * | - | * | - | - | - | - | - | - | - | 24% | 37% | 23% | - |
| | 2019 | 48% | 42% | 41% | 23% | - | 23% | - | - | - | 27% | - | 27% | - | 28% | | 24% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | * | - | * | - | - | - | - | - | - | - | 10% | 17% | 10% | - |
| | 2019 | 21% | 15% | 17% | 3% | - | 3% | - | - | - | 13% | - | 13% | - | 11% | | 5% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 69% | * | - | * | - | - | - | - | - | - | - | 68% | 70% | 67% | - |
| | 2019 | 82% | 82% | 86% | 85% | - | 85% | - | - | - | 87% | - | 87% | - | 78% | | 84% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | * | - | * | - | - | - | - | - | - | - | 23% | 35% | 23% | - |
| | 2019 | 52% | 47% | 48% | 43% | - | 43% | - | - | - | 47% | - | 47% | - | 33% | | 42% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | * | - | * | - | - | - | - | - | - | - | 8% | 12% | 7% | - |
| | 2019 | 26% | 21% | 22% | 15% | - | 15% | - | - | - | 47% | - | 47% | - | 14% | | 17% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 63% | - | - | - | - | - | - | - | - | - | - | 65% | 62% | 65% | - |
| | 2019 | 81% | 80% | 83% | 70% | - | 70% | - | - | - | 89% | - | 89% | - | 57% | | 70% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 25% | - | - | - | - | - | - | - | - | - | - | 28% | 24% | 28% | - |
| | 2019 | 54% | 50% | 49% | 30% | - | 30% | - | - | - | 67% | - | 67% | - | 50% | | 37% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 9% | - | - | - | - | - | - | - | - | - | - | 8% | 10% | 8% | - |
| | 2019 | 25% | 19% | 22% | 9% | - | 9% | - | - | - | 33% | - | 33% | - | 29% | | 15% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 96% | 99% | 100% | - | 98% | 100% | 90% | 98% | 100% | 98% | 97% | 98% | 99% |
| Included in Accountability | 83% | 88% | 93% | 91% | 93% | 100% | - | 95% | 100% | 87% | 93% | 100% | 97% | 83% | 92% | 88% |
| Not Included in Accountability: Mobile | 3% | 3% | 3% | 5% | 3% | 0% | - | 3% | 0% | 0% | 4% | 0% | 1% | 9% | 4% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 3% | 0% | - | 0% | 0% | 3% | 1% | 0% | 0% | 6% | 2% | 7% |
| Not Tested | 12% | 6% | 2% | 4% | 1% | 0% | - | 2% | 0% | 10% | 2% | 0% | 2% | 3% | 2% | 1% |
| Absent | 2% | 2% | 1% | 2% | 0% | 0% | - | 1% | 0% | 5% | 1% | 0% | 0% | 2% | 1% | 0% |
| Other | 10% | 4% | 1% | 2% | 1% | 0% | - | 1% | 0% | 5% | 1% | 0% | 2% | 1% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 99% | 100% | 100% | - | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 94% | 96% | 94% | - | 99% | * | 74% | 97% | 100% | 99% | 87% | 96% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 5% | 4% | 6% | - | 0% | * | 26% | 3% | 0% | 1% | 10% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | 1% | * | 0% | 0% | 0% | 0% | 2% | 1% | 2% |
| Not Tested | 1% | 1% | 0% | 1% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 1% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.2% | 98.7% | 99.3% | 98.7% | - | 99.9% | * | 99.1% | 99.1% | 99.1% | 99.7% |
| 2018-19 | 95.4% | 94.4% | 96.2% | 95.0% | 96.3% | 94.5% | - | 98.7% | * | 97.6% | 95.5% | 96.1% | 97.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.1% | 6.1% | 2.6% | 4.7% | - | 0.0% | * | 0.0% | 3.7% | 4.0% | 1.0% |
| 2018-19 | 11.4% | 15.3% | 8.7% | 10.7% | 8.8% | 14.3% | - | 1.5% | * | 0.0% | 13.1% | 9.2% | 5.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 773 | 100.0% | 50,547 | 5,359,040 | 773 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 367 | 47.5% | 7.0% | 7.4% | 367 | 47.5% | 7.0% | 7.4% |
| Grade 6 | 406 | 52.5% | 7.8% | 7.7% | 406 | 52.5% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 157 | 20.3% | 7.7% | 12.7% | 157 | 20.3% | 7.7% | 12.7% |
| Hispanic | 502 | 64.9% | 83.2% | 52.9% | 502 | 64.9% | 83.2% | 52.9% |
| White | 32 | 4.1% | 5.3% | 26.5% | 32 | 4.1% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 71 | 9.2% | 3.0% | 4.7% | 71 | 9.2% | 3.0% | 4.7% |
| Pacific Islander | 2 | 0.3% | 0.1% | 0.2% | 2 | 0.3% | 0.1% | 0.2% |
| Two or More Races | 9 | 1.2% | 0.7% | 2.7% | 9 | 1.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 362 | 46.8% | 48.5% | 48.9% | 362 | 46.8% | 48.5% | 48.9% |
| Male | 411 | 53.2% | 51.5% | 51.1% | 411 | 53.2% | 51.5% | 51.1% |
| Economically Disadvantaged | 625 | 80.9% | 83.8% | 60.3% | 625 | 80.9% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 148 | 19.1% | 16.2% | 39.7% | 148 | 19.1% | 16.3% | 39.8% |
| Section 504 Students | 63 | 8.2% | 5.8% | 7.2% | 63 | 8.2% | 5.7% | 7.2% |
| EB Students/EL | 160 | 20.7% | 30.0% | 20.7% | 160 | 20.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 4 | 0.5% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 61 | 7.9% | 4.6% | 4.5% | 61 | 7.9% | 4.6% | 4.5% |
| Foster Care | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 3 | 0.4% | 0.8% | 1.1% | 3 | 0.4% | 0.8% | 1.1% |
| Immigrant | 15 | 1.9% | 2.8% | 2.0% | 15 | 1.9% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 773 | 100.0% | 68.6% | 64.5% | 773 | 100.0% | 68.5% | 64.5% |
| Military Connected | 7 | 0.9% | 0.4% | 2.7% | 7 | 0.9% | 0.4% | 2.7% |
| At-Risk | 368 | 47.6% | 58.7% | 49.2% | 368 | 47.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 135 | 17.5% | 28.1% | 21.0% | 135 | 17.5% | 28.0% | 20.9% |
| Gifted and Talented Education | 44 | 5.7% | 5.6% | 8.3% | 44 | 5.7% | 5.6% | 8.3% |
| Special Education | 103 | 13.3% | 11.9% | 11.1% | 103 | 13.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 103 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 59 | 57.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 9 | 8.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 12 | 11.7% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 23 | 22.3% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 79 | 9.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 27 | 3.1% | 2.2% | 2.8% | | | | |
| Hispanic | 44 | 5.0% | 10.6% | 7.1% | | | | |
| White | 1 | 0.1% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 5 | 0.6% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 5.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 20 | 10.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 66 | 9.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 48 | 12.1% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.3% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.3% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 15.4 | 17.0 | 19.8 |
| Grade 6 | 20.5 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 87.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 73.5 | 83.8% | 58.7% | 64.3% |
| Teachers | 62.9 | 71.7% | 45.1% | 49.6% |
| Professional Support | 6.6 | 7.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 4.0 | 4.6% | 2.3% | 3.0% |
| Educational Aides: | 14.3 | 16.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 40.0 | 45.5% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 6.2 | 9.8% | 9.9% | 11.1% |
| Hispanic | 18.0 | 28.6% | 38.0% | 28.4% |
| White | 34.7 | 55.2% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 3.2% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.0 | 3.2% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 13.3 | 21.2% | 24.8% | 23.8% |
| Females | 49.6 | 78.8% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 42.8 | 68.1% | 75.9% | 73.0% |
| Masters | 19.0 | 30.3% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.6% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 4.8% | 5.3% | 6.7% |
| 1-5 Years Experience | 21.0 | 33.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.4 | 22.8% | 24.4% | 20.3% |
| 11-20 Years Experience | 18.5 | 29.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 9.5% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.3 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.7 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.9 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,399 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,163 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,213 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,674 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,477 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,496 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,501 | \$60,082 | \$57,641 |
| Professional Support | \$65,190 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$91,410 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.3 | 3.6% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 3.5 | 5.5% | 1.4% | 1.8% |
| Regular Education | 42.0 | 66.8% | 63.3% | 71.0% |
| Special Education | 10.7 | 17.1% | 14.6% | 9.4% |
| Other | 4.4 | 7.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MORRIS MIDDLE (101917135) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: DE ZAVALA MIDDLE SCHOOL

Campus Number: 101917136

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 60% | * | 59% | 67% | - | - | - | - | 19% | 80% | 62% | 39% | 59% | 54% |
| | 2019 | 86% | 84% | 77% | 50% | 78% | 78% | - | - | - | - | 42% | 67% | 79% | 69% | 77% | 77% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 28% | * | 27% | 42% | - | - | - | - | 5% | 0% | 30% | 7% | 27% | 20% |
| | 2019 | 54% | 47% | 36% | 17% | 36% | 44% | - | - | - | - | 30% | 22% | 38% | 26% | 35% | 31% |
| At Masters Grade Level | 2021 | 30% | 17% | 15% | * | 15% | 25% | - | - | - | - | 3% | 0% | 17% | 4% | 14% | 11% |
| | 2019 | 29% | 21% | 13% | 17% | 12% | 33% | - | - | - | - | 9% | 11% | 13% | 13% | 13% | 12% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 58% | * | 58% | 67% | - | - | - | - | 22% | 20% | 59% | 54% | 57% | 56% |
| | 2019 | 90% | 87% | 82% | 67% | 82% | 100% | - | - | - | - | 45% | 67% | 82% | 83% | 82% | 85% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 21% | * | 22% | 8% | - | - | - | - | 3% | 0% | 23% | 7% | 20% | 20% |
| | 2019 | 58% | 48% | 38% | 17% | 39% | 33% | - | - | - | - | 27% | 22% | 39% | 34% | 38% | 42% |
| At Masters Grade Level | 2021 | 25% | 10% | 6% | * | 6% | 0% | - | - | - | - | 0% | 0% | 6% | 0% | 5% | 5% |
| | 2019 | 36% | 25% | 20% | 0% | 21% | 22% | - | - | - | - | 15% | 11% | 21% | 15% | 19% | 21% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 39% | * | 40% | 33% | - | - | - | - | 11% | 40% | 40% | 33% | 39% | 34% |
| | 2019 | 75% | 73% | 61% | 42% | 62% | 56% | - | - | - | - | 39% | 56% | 63% | 55% | 61% | 58% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 5% | * | 5% | 8% | - | - | - | - | 0% | 0% | 5% | 0% | 5% | 1% |
| | 2019 | 49% | 44% | 28% | 17% | 28% | 33% | - | - | - | - | 24% | 33% | 28% | 27% | 27% | 25% |
| At Masters Grade Level | 2021 | 13% | 4% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| | 2019 | 24% | 19% | 8% | 0% | 9% | 0% | - | - | - | - | 6% | 11% | 9% | 6% | 7% | 10% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 50% | 33% | 50% | * | - | * | - | * | 33% | 25% | 52% | 37% | 50% | 33% |
| | 2019 | 68% | 66% | 57% | * | 57% | 60% | - | - | * | * | 34% | 43% | 61% | 45% | 58% | 56% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 23% | 17% | 23% | * | - | * | - | * | 25% | 0% | 23% | 18% | 22% | 13% |
| | 2019 | 37% | 31% | 27% | * | 26% | 40% | - | - | * | * | 31% | 14% | 30% | 17% | 27% | 26% |
| At Masters Grade Level | 2021 | 15% | 9% | 8% | 0% | 8% | * | - | * | - | * | 10% | 0% | 9% | 0% | 8% | 2% |
| | 2019 | 18% | 12% | 9% | * | 8% | 20% | - | - | * | * | 10% | 0% | 8% | 9% | 9% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 42% | * | 42% | * | - | * | - | - | 30% | 29% | 45% | 26% | 43% | 38% |
| | 2019 | 81% | 73% | 59% | * | 59% | 80% | - | - | - | * | 36% | 40% | 63% | 49% | 59% | 59% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 12% | * | 11% | * | - | * | - | - | 26% | 0% | 13% | 3% | 12% | 8% |
| | 2019 | 47% | 26% | 11% | * | 11% | 20% | - | - | - | * | 25% | 0% | 11% | 9% | 11% | 7% |
| At Masters Grade Level | 2021 | 15% | 3% | 2% | * | 2% | * | - | * | - | - | 13% | 0% | 3% | 0% | 2% | 1% |
| | 2019 | 21% | 6% | 3% | * | 2% | 20% | - | - | - | * | 14% | 0% | 3% | 2% | 2% | 2% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 79% | * | 82% | * | - | - | - | * | * | * | 81% | 63% | 80% | 79% |
| | 2019 | 75% | 76% | 92% | * | 93% | - | - | - | * | - | * | * | 95% | 75% | 92% | 93% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 28% | * | 28% | * | - | - | - | * | * | * | 29% | 25% | 29% | 21% |
| | 2019 | 43% | 38% | 56% | * | 56% | - | - | - | * | - | * | * | 63% | 25% | 56% | 59% |
| At Masters Grade Level | 2021 | 12% | 5% | 8% | * | 9% | * | - | - | - | * | * | * | 10% | 0% | 8% | 7% |
| | 2019 | 17% | 9% | 7% | * | 6% | - | - | - | * | - | * | * | 7% | 8% | 7% | 2% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 28% | 52% | 52% | - | * | - | * | 25% | 39% | 53% | 39% | 51% | 44% |
| | 2019 | 78% | 76% | 69% | 52% | 70% | 76% | - | - | * | * | 40% | 59% | 72% | 61% | 69% | 69% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | 11% | 18% | 21% | - | * | - | * | 14% | 0% | 20% | 9% | 18% | 13% |
| | 2019 | 50% | 45% | 30% | 18% | 30% | 35% | - | - | * | * | 28% | 22% | 32% | 23% | 30% | 29% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 6% | 6% | 10% | - | * | - | * | 6% | 0% | 7% | 1% | 6% | 4% |
| | 2019 | 24% | 18% | 11% | 7% | 11% | 19% | - | - | * | * | 11% | 7% | 12% | 9% | 10% | 11% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 38% | 55% | 60% | - | * | - | * | 27% | 46% | 57% | 38% | 54% | 44% |
| | 2019 | 75% | 72% | 68% | 50% | 69% | 71% | - | - | * | * | 39% | 56% | 71% | 57% | 68% | 67% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 25% | 13% | 25% | 40% | - | * | - | * | 16% | 0% | 27% | 14% | 24% | 17% |
| | 2019 | 48% | 42% | 32% | 19% | 31% | 43% | - | - | * | * | 31% | 19% | 34% | 22% | 31% | 29% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 0% | 11% | 20% | - | * | - | * | 7% | 0% | 13% | 2% | 11% | 7% |
| | 2019 | 21% | 15% | 11% | 19% | 10% | 29% | - | - | * | * | 10% | 6% | 11% | 11% | 11% | 9% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | 25% | 54% | 60% | - | * | - | * | 28% | 31% | 56% | 42% | 54% | 50% |
| | 2019 | 82% | 82% | 75% | 63% | 75% | 93% | - | - | * | * | 42% | 63% | 77% | 69% | 75% | 77% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 18% | 13% | 18% | 13% | - | * | - | * | 16% | 0% | 19% | 7% | 18% | 16% |
| | 2019 | 52% | 47% | 30% | 19% | 31% | 29% | - | - | * | * | 27% | 19% | 32% | 23% | 30% | 32% |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | 13% | 5% | 7% | - | * | - | * | 7% | 0% | 5% | 0% | 4% | 3% |
| | 2019 | 26% | 21% | 13% | 0% | 13% | 21% | - | - | * | * | 15% | 6% | 13% | 9% | 12% | 12% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 39% | * | 40% | 33% | - | - | - | - | 11% | 40% | 40% | 33% | 39% | 34% |
| | 2019 | 81% | 80% | 61% | 42% | 62% | 56% | - | - | - | - | 39% | 56% | 63% | 55% | 61% | 58% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 5% | * | 5% | 8% | - | - | - | - | 0% | 0% | 5% | 0% | 5% | 1% |
| | 2019 | 54% | 50% | 28% | 17% | 28% | 33% | - | - | - | - | 24% | 33% | 28% | 27% | 27% | 25% |
| At Masters Grade Level | 2021 | 20% | 12% | 0% | * | 0% | 0% | - | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| | 2019 | 25% | 19% | 8% | 0% | 9% | 0% | - | - | - | - | 6% | 11% | 9% | 6% | 7% | 10% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 71 | 83 | 71 | 78 | - | - | - | - | 58 | 94 | 71 | 72 | 71 | 72 |
| | 2018 | 80 | 76 | 77 | 71 | 77 | 63 | - | - | * | * | 68 | 71 | 76 | 79 | 77 | 80 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 72 | 75 | 71 | 89 | - | - | - | - | 56 | 100 | 72 | 69 | 71 | 74 |
| | 2018 | 81 | 74 | 77 | 79 | 77 | 75 | - | - | * | * | 76 | 64 | 77 | 78 | 78 | 77 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 38 | * | 37 | 70 | - | - | * | * | 36 | 43 | 38 | 40 | 39 | 36 |
| | 2018 | 47 | 48 | 45 | 25 | 45 | 40 | - | - | - | * | 53 | 57 | 46 | 39 | 44 | 44 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 38 | * | 38 | 70 | - | - | - | * | 41 | 20 | 40 | 33 | 38 | 38 |
| | 2018 | 56 | 56 | 46 | 30 | 46 | 60 | - | - | - | * | 62 | 67 | 46 | 46 | 46 | 48 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 13 | * | 12 | - | - | - | * | - | * | * | 11 | 21 | 13 | 9 |
| | 2018 | 67 | 65 | 19 | - | 20 | * | - | - | - | - | - | * | 19 | - | 23 | 22 |
| All Grades Both Subjects | 2019 | 69 | 69 | 55 | 70 | 54 | 79 | - | - | * | * | 48 | 68 | 55 | 53 | 54 | 55 |
| | 2018 | 69 | 68 | 60 | 47 | 60 | 59 | - | - | * | * | 64 | 64 | 59 | 61 | 60 | 59 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 56 | 78 | 55 | 75 | - | - | * | * | 48 | 70 | 56 | 55 | 56 | 55 |
| | 2018 | 69 | 68 | 60 | 44 | 60 | 54 | - | - | * | * | 60 | 64 | 60 | 60 | 60 | 59 |
| All Grades Mathematics | 2019 | 70 | 70 | 54 | 63 | 53 | 82 | - | - | * | * | 49 | 66 | 55 | 50 | 53 | 54 |
| | 2018 | 70 | 69 | 60 | 50 | 60 | 64 | - | - | * | * | 69 | 64 | 59 | 63 | 60 | 59 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | * | - | * | - | - | - | - | - | - | - | 44% | 58% | 44% | * |
| | 2019 | 78% | 76% | 69% | 57% | - | 57% | - | - | - | * | - | * | - | 40% | | 55% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 18% | * | - | * | - | - | - | - | - | - | - | 13% | 23% | 13% | * |
| | 2019 | 50% | 45% | 30% | 17% | - | 17% | - | - | - | * | - | * | - | 4% | | 16% | |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | * | - | * | - | - | - | - | - | - | - | 4% | 9% | 4% | * |
| | 2019 | 24% | 18% | 11% | 4% | - | 4% | - | - | - | * | - | * | - | 0% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | * | - | * | - | - | - | - | - | - | - | 44% | 63% | 44% | * |
| | 2019 | 75% | 72% | 68% | 52% | - | 52% | - | - | - | * | - | * | - | 43% | | 51% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 25% | * | - | * | - | - | - | - | - | - | - | 16% | 32% | 16% | * |
| | 2019 | 48% | 42% | 32% | 15% | - | 15% | - | - | - | * | - | * | - | 0% | | 13% | |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | * | - | * | - | - | - | - | - | - | - | 7% | 15% | 7% | * |
| | 2019 | 21% | 15% | 11% | 4% | - | 4% | - | - | - | * | - | * | - | 0% | | 3% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 54% | * | - | * | - | - | - | - | - | - | - | 50% | 57% | 50% | * |
| | 2019 | 82% | 82% | 75% | 67% | - | 67% | - | - | - | * | - | * | - | 48% | | 66% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 18% | * | - | * | - | - | - | - | - | - | - | 15% | 20% | 15% | * |
| | 2019 | 52% | 47% | 30% | 23% | - | 23% | - | - | - | * | - | * | - | 5% | | 21% | |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | * | - | * | - | - | - | - | - | - | - | 3% | 6% | 3% | * |
| | 2019 | 26% | 21% | 13% | 5% | - | 5% | - | - | - | * | - | * | - | 0% | | 5% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 39% | * | - | * | - | - | - | - | - | - | - | 34% | 46% | 34% | - |
| | 2019 | 81% | 80% | 61% | 45% | - | 45% | - | - | - | * | - | * | - | 27% | | 44% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 5% | * | - | * | - | - | - | - | - | - | - | 1% | 9% | 1% | - |
| | 2019 | 54% | 50% | 28% | 14% | - | 14% | - | - | - | * | - | * | - | 7% | | 13% | |
| At Masters Grade Level | 2021 | 20% | 12% | 0% | * | - | * | - | - | - | - | - | - | - | 0% | 0% | 0% | - |
| | 2019 | 25% | 19% | 8% | 4% | - | 4% | - | - | - | * | - | * | - | 0% | | 4% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 100% | 99% | 100% | - | * | - | * | 99% | 100% | 99% | 96% | 99% | 100% |
| Included in Accountability | 83% | 88% | 90% | 86% | 90% | 91% | - | * | - | * | 95% | 100% | 97% | 57% | 91% | 87% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 14% | 4% | 4% | - | * | - | * | 1% | 0% | 1% | 14% | 4% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 5% | 4% | - | * | - | * | 3% | 0% | 0% | 25% | 5% | 10% |
| Not Tested | 12% | 6% | 1% | 0% | 1% | 0% | - | * | - | * | 1% | 0% | 1% | 4% | 1% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | * | - | * | 1% | 0% | 0% | 2% | 0% | 0% |
| Other | 10% | 4% | 1% | 0% | 1% | 0% | - | * | - | * | 0% | 0% | 1% | 2% | 1% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | - | * | * | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 93% | 77% | 95% | 77% | - | - | * | * | 95% | 93% | 97% | 82% | 95% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 23% | 4% | 23% | - | - | * | * | 5% | 7% | 2% | 15% | 4% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 0% | 1% | 0% | - | - | * | * | 0% | 0% | 0% | 3% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | - | * | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | - | * | * | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | - | * | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.4% | 97.3% | 98.5% | 95.7% | - | * | - | * | 98.1% | 98.4% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.0% | 92.2% | 95.2% | 92.7% | * | - | * | * | 92.1% | 95.0% | 95.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.3% | 12.5% | 5.8% | 16.0% | - | * | - | * | 8.3% | 6.3% | 2.8% |
| 2018-19 | 11.4% | 15.3% | 13.5% | 28.1% | 12.4% | 28.6% | * | - | * | * | 26.0% | 13.1% | 8.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 666 | 100.0% | 50,547 | 5,359,040 | 666 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 305 | 45.8% | 7.0% | 7.4% | 305 | 45.8% | 7.0% | 7.4% |
| Grade 6 | 361 | 54.2% | 7.8% | 7.7% | 361 | 54.2% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 13 | 2.0% | 7.7% | 12.7% | 13 | 2.0% | 7.7% | 12.7% |
| Hispanic | 630 | 94.6% | 83.2% | 52.9% | 630 | 94.6% | 83.2% | 52.9% |
| White | 20 | 3.0% | 5.3% | 26.5% | 20 | 3.0% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.2% | 3.0% | 4.7% | 1 | 0.2% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 2 | 0.3% | 0.7% | 2.7% | 2 | 0.3% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 323 | 48.5% | 48.5% | 48.9% | 323 | 48.5% | 48.5% | 48.9% |
| Male | 343 | 51.5% | 51.5% | 51.1% | 343 | 51.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 617 | 92.6% | 83.8% | 60.3% | 617 | 92.6% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 49 | 7.4% | 16.2% | 39.7% | 49 | 7.4% | 16.3% | 39.8% |
| Section 504 Students | 53 | 8.0% | 5.8% | 7.2% | 53 | 8.0% | 5.7% | 7.2% |
| EB Students/EL | 308 | 46.2% | 30.0% | 20.7% | 308 | 46.2% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 5 | 0.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 54 | 8.1% | 4.6% | 4.5% | 54 | 8.1% | 4.6% | 4.5% |
| Foster Care | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.8% | 0.8% | 1.1% | 5 | 0.8% | 0.8% | 1.1% |
| Immigrant | 22 | 3.3% | 2.8% | 2.0% | 22 | 3.3% | 2.8% | 2.0% |
| Migrant | 3 | 0.5% | 0.2% | 0.3% | 3 | 0.5% | 0.2% | 0.3% |
| Title I | 666 | 100.0% | 68.6% | 64.5% | 666 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.2% | 0.4% | 2.7% | 1 | 0.2% | 0.4% | 2.7% |
| At-Risk | 437 | 65.6% | 58.7% | 49.2% | 437 | 65.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 285 | 42.8% | 28.1% | 21.0% | 285 | 42.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 55 | 8.3% | 5.6% | 8.3% | 55 | 8.3% | 5.6% | 8.3% |
| Special Education | 93 | 14.0% | 11.9% | 11.1% | 93 | 14.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 93 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 64 | 68.8% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 13 | 14.0% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 114 | 14.4% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 8 | 1.0% | 2.2% | 2.8% | | | | |
| Hispanic | 98 | 12.4% | 10.6% | 7.1% | | | | |
| White | 8 | 1.0% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 11.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 35 | 12.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 106 | 14.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 48 | 12.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 17.3 | 17.0 | 19.8 |
| Grade 6 | 20.1 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 80.4 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 66.9 | 83.2% | 58.7% | 64.3% |
| Teachers | 53.8 | 66.9% | 45.1% | 49.6% |
| Professional Support | 10.1 | 12.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.7% | 2.3% | 3.0% |
| Educational Aides: | 13.5 | 16.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 48.6 | 60.4% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 6.1 | 11.3% | 9.9% | 11.1% |
| Hispanic | 24.0 | 44.6% | 38.0% | 28.4% |
| White | 21.7 | 40.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.9% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 10.4 | 19.3% | 24.8% | 23.8% |
| Females | 43.4 | 80.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 42.6 | 79.2% | 75.9% | 73.0% |
| Masters | 10.2 | 19.0% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.9% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 3.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 26.1 | 48.5% | 30.1% | 27.8% |
| 6-10 Years Experience | 18.1 | 33.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 7.2 | 13.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 0.4 | 0.7% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.4 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 3.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 3.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 6.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 5.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,537 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,537 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,459 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$65,345 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,877 | \$60,082 | \$57,641 |
| Professional Support | \$65,932 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$92,621 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 3.2 | 5.9% | 1.4% | 1.8% |
| Regular Education | 37.5 | 69.7% | 63.3% | 71.0% |
| Special Education | 13.2 | 24.5% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
DE ZAVALA MIDDLE SCHOOL (101917136) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: LAURA WELCH BUSH EL

Campus Number: 101917137

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 70% | 57% | 66% | * | - | 100% | - | * | 42% | * | 70% | 67% | 67% | 74% |
| | 2019 | 76% | 80% | 86% | 77% | 86% | 88% | - | 92% | - | - | 67% | * | 86% | 85% | 84% | 90% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 40% | 43% | 36% | * | - | 50% | - | * | 33% | * | 40% | 44% | 37% | 49% |
| | 2019 | 45% | 42% | 53% | 46% | 52% | 25% | - | 83% | - | - | 25% | * | 52% | 54% | 49% | 58% |
| At Masters Grade Level | 2021 | 19% | 12% | 20% | 29% | 18% | * | - | 10% | - | * | 8% | * | 17% | 44% | 14% | 26% |
| | 2019 | 27% | 23% | 33% | 15% | 31% | 13% | - | 75% | - | - | 8% | * | 31% | 46% | 29% | 42% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 67% | 57% | 62% | * | - | 100% | - | * | 25% | * | 68% | 56% | 67% | 71% |
| | 2019 | 79% | 78% | 88% | 77% | 91% | 75% | - | 92% | - | - | 58% | * | 89% | 85% | 86% | 88% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 28% | 14% | 26% | * | - | 50% | - | * | 17% | * | 26% | 44% | 27% | 37% |
| | 2019 | 49% | 41% | 54% | 23% | 55% | 50% | - | 83% | - | - | 17% | * | 54% | 54% | 47% | 60% |
| At Masters Grade Level | 2021 | 14% | 6% | 10% | 14% | 7% | * | - | 30% | - | * | 17% | * | 9% | 22% | 8% | 14% |
| | 2019 | 25% | 17% | 27% | 8% | 26% | 0% | - | 67% | - | - | 0% | * | 27% | 23% | 19% | 31% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 68% | 46% | 68% | 80% | - | * | - | * | 21% | * | 67% | 77% | 67% | 61% |
| | 2019 | 75% | 77% | 88% | 64% | 88% | * | - | 100% | * | * | 50% | 100% | 89% | 83% | 85% | 91% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 36% | 15% | 37% | 40% | - | * | - | * | 14% | * | 34% | 46% | 31% | 35% |
| | 2019 | 44% | 41% | 55% | 36% | 53% | * | - | 80% | * | * | 0% | 20% | 60% | 33% | 52% | 56% |
| At Masters Grade Level | 2021 | 17% | 8% | 16% | 0% | 15% | 40% | - | * | - | * | 0% | * | 16% | 15% | 12% | 16% |
| | 2019 | 22% | 17% | 33% | 14% | 30% | * | - | 60% | * | * | 0% | 20% | 40% | 4% | 29% | 26% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 50% | 15% | 54% | 40% | - | * | - | * | 14% | * | 49% | 54% | 43% | 61% |
| | 2019 | 75% | 75% | 78% | 43% | 79% | * | - | 100% | * | * | 25% | 80% | 82% | 63% | 78% | 81% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 20% | 0% | 21% | 20% | - | * | - | * | 0% | * | 20% | 15% | 16% | 26% |
| | 2019 | 48% | 40% | 46% | 21% | 44% | * | - | 87% | * | * | 0% | 40% | 52% | 21% | 44% | 52% |
| At Masters Grade Level | 2021 | 21% | 10% | 10% | 0% | 9% | 20% | - | * | - | * | 0% | * | 10% | 8% | 7% | 16% |
| | 2019 | 28% | 18% | 25% | 14% | 23% | * | - | 47% | * | * | 0% | 20% | 30% | 4% | 21% | 20% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 68% | 46% | 71% | 60% | - | * | - | * | 27% | * | 68% | 69% | 66% | 65% |
| | 2019 | 67% | 66% | 81% | 64% | 79% | * | - | 100% | * | * | 0% | 80% | 81% | 79% | 77% | 80% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 35% | 15% | 37% | 40% | - | * | - | * | 7% | * | 34% | 38% | 26% | 42% |
| | 2019 | 35% | 30% | 50% | 36% | 45% | * | - | 87% | * | * | 0% | 20% | 54% | 29% | 47% | 46% |
| At Masters Grade Level | 2021 | 8% | 4% | 14% | 8% | 13% | 0% | - | * | - | * | 0% | * | 13% | 15% | 10% | 19% |
| | 2019 | 11% | 8% | 21% | 7% | 21% | * | - | 33% | * | * | 0% | 20% | 25% | 0% | 21% | 20% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 65% | 42% | 64% | 62% | - | 100% | - | 83% | 25% | 70% | 64% | 65% | 62% | 67% |
| | 2019 | 78% | 76% | 84% | 65% | 84% | 89% | - | 97% | * | 100% | 44% | 88% | 85% | 78% | 82% | 86% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 32% | 15% | 31% | 38% | - | 63% | - | 25% | 13% | 60% | 31% | 37% | 27% | 38% |
| | 2019 | 50% | 45% | 52% | 32% | 50% | 46% | - | 84% | * | 83% | 10% | 24% | 55% | 35% | 48% | 54% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 8% | 12% | 24% | - | 34% | - | 17% | 4% | 40% | 13% | 19% | 10% | 18% |
| | 2019 | 24% | 18% | 28% | 12% | 26% | 18% | - | 55% | * | 50% | 2% | 18% | 31% | 11% | 24% | 28% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 69% | 50% | 67% | 75% | - | 100% | - | 100% | 31% | * | 69% | 73% | 67% | 68% |
| | 2019 | 75% | 72% | 87% | 70% | 87% | 92% | - | 96% | * | * | 60% | 100% | 87% | 84% | 85% | 90% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | 25% | 37% | 50% | - | 64% | - | 40% | 23% | * | 37% | 45% | 34% | 42% |
| | 2019 | 48% | 42% | 54% | 41% | 52% | 42% | - | 81% | * | * | 15% | 17% | 56% | 41% | 51% | 57% |
| At Masters Grade Level | 2021 | 18% | 12% | 18% | 10% | 16% | 50% | - | 21% | - | 20% | 4% | * | 16% | 27% | 13% | 21% |
| | 2019 | 21% | 15% | 33% | 15% | 30% | 25% | - | 67% | * | * | 5% | 17% | 35% | 19% | 29% | 33% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 30% | 58% | 50% | - | 100% | - | 80% | 19% | * | 59% | 55% | 55% | 67% |
| | 2019 | 82% | 82% | 83% | 59% | 85% | 83% | - | 96% | * | * | 45% | 83% | 85% | 70% | 82% | 84% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 5% | 23% | 25% | - | 57% | - | 20% | 8% | * | 23% | 27% | 22% | 32% |
| | 2019 | 52% | 47% | 50% | 22% | 49% | 50% | - | 85% | * | * | 10% | 33% | 53% | 32% | 46% | 56% |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 5% | 8% | 13% | - | 36% | - | 20% | 8% | * | 10% | 14% | 8% | 15% |
| | 2019 | 26% | 21% | 26% | 11% | 25% | 8% | - | 56% | * | * | 0% | 17% | 29% | 11% | 20% | 25% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 68% | 46% | 71% | 60% | - | * | - | * | 27% | * | 68% | 69% | 66% | 65% |
| | 2019 | 68% | 66% | 81% | 64% | 79% | * | - | 100% | * | * | 0% | 80% | 81% | 79% | 77% | 80% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 35% | 15% | 37% | 40% | - | * | - | * | 7% | * | 34% | 38% | 26% | 42% |
| | 2019 | 38% | 32% | 50% | 36% | 45% | * | - | 87% | * | * | 0% | 20% | 54% | 29% | 47% | 46% |
| At Masters Grade Level | 2021 | 9% | 4% | 14% | 8% | 13% | 0% | - | * | - | * | 0% | * | 13% | 15% | 10% | 19% |
| | 2019 | 14% | 10% | 21% | 7% | 21% | * | - | 33% | * | * | 0% | 20% | 25% | 0% | 21% | 20% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 70 | 62 | 69 | * | - | 77 | * | * | 71 | * | 71 | 66 | 66 | 68 |
| | 2018 | 63 | 61 | 68 | 68 | 65 | 58 | - | 92 | - | - | 69 | * | 68 | 69 | 64 | 60 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 58 | 43 | 58 | * | - | 73 | * | * | 31 | 70 | 61 | 43 | 58 | 59 |
| | 2018 | 65 | 61 | 61 | 53 | 59 | 75 | - | 75 | - | - | 66 | * | 60 | 66 | 61 | 70 |
| All Grades Both Subjects | 2019 | 69 | 69 | 63 | 52 | 63 | 69 | - | 75 | * | * | 50 | 64 | 65 | 54 | 62 | 63 |
| | 2018 | 69 | 68 | 64 | 60 | 62 | 67 | - | 83 | - | - | 67 | * | 64 | 67 | 62 | 65 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 70 | 62 | 69 | * | - | 77 | * | * | 71 | * | 71 | 66 | 66 | 68 |
| | 2018 | 69 | 68 | 68 | 68 | 65 | 58 | - | 92 | - | - | 69 | * | 68 | 69 | 64 | 60 |
| All Grades Mathematics | 2019 | 70 | 70 | 58 | 43 | 58 | * | - | 73 | * | * | 31 | 70 | 61 | 43 | 58 | 59 |
| | 2018 | 70 | 69 | 61 | 53 | 59 | 75 | - | 75 | - | - | 66 | * | 60 | 66 | 61 | 70 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 65% | 64% | - | 52% | 72% | - | - | 100% | - | 100% | - | 59% | 63% | 67% | - |
| | 2019 | 78% | 76% | 84% | 85% | - | 71% | 99% | - | - | 90% | - | 90% | - | 69% | | 84% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 32% | 36% | - | 18% | 47% | - | - | 60% | - | 60% | - | 35% | 29% | 38% | - |
| | 2019 | 50% | 45% | 52% | 51% | - | 29% | 72% | - | - | 63% | - | 63% | - | 38% | | 51% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 18% | - | 4% | 26% | - | - | 40% | - | 40% | - | 6% | 12% | 18% | - |
| | 2019 | 24% | 18% | 28% | 28% | - | 14% | 42% | - | - | 33% | - | 33% | - | 10% | | 27% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 69% | 64% | - | 55% | 70% | - | - | 100% | - | 100% | - | 67% | 69% | 68% | - |
| | 2019 | 75% | 72% | 87% | 91% | - | 82% | 100% | - | - | 92% | - | 92% | - | 70% | | 89% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | 40% | - | 20% | 52% | - | - | 71% | - | 71% | - | 33% | 36% | 42% | - |
| | 2019 | 48% | 42% | 54% | 53% | - | 32% | 74% | - | - | 62% | - | 62% | - | 40% | | 53% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 18% | 21% | - | 5% | 30% | - | - | 29% | - | 29% | - | 17% | 16% | 21% | - |
| | 2019 | 21% | 15% | 33% | 32% | - | 18% | 47% | - | - | 46% | - | 46% | - | 10% | | 32% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 64% | - | 45% | 76% | - | - | 100% | - | 100% | - | 50% | 54% | 67% | - |
| | 2019 | 82% | 82% | 83% | 84% | - | 71% | 97% | - | - | 85% | - | 85% | - | 70% | | 82% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 30% | - | 10% | 42% | - | - | 43% | - | 43% | - | 33% | 20% | 32% | - |
| | 2019 | 52% | 47% | 50% | 51% | - | 35% | 68% | - | - | 69% | - | 69% | - | 40% | | 53% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 13% | - | 5% | 18% | - | - | 43% | - | 43% | - | 0% | 8% | 15% | - |
| | 2019 | 26% | 21% | 26% | 24% | - | 18% | 29% | - | - | 31% | - | 31% | - | 10% | | 23% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 68% | 64% | - | 60% | 67% | - | - | * | - | * | - | 60% | 69% | 65% | - |
| | 2019 | 68% | 66% | 81% | 76% | - | 50% | 100% | - | - | * | - | * | - | 67% | | 77% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 35% | 40% | - | 30% | 47% | - | - | * | - | * | - | 40% | 32% | 42% | - |
| | 2019 | 38% | 32% | 50% | 44% | - | 6% | 78% | - | - | * | - | * | - | 33% | | 43% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 14% | 20% | - | 0% | 33% | - | - | * | - | * | - | 0% | 11% | 19% | - |
| | 2019 | 14% | 10% | 21% | 29% | - | 0% | 56% | - | - | * | - | * | - | 11% | | 23% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 98% | 100% | 97% | 100% | - | 100% | - | 100% | 97% | 100% | 97% | 100% | 98% | 98% |
| Included in Accountability | 83% | 88% | 93% | 100% | 93% | 100% | - | 82% | - | 100% | 92% | 100% | 95% | 77% | 92% | 89% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | 0% | 2% | 0% | - | 5% | - | 0% | 0% | 0% | 0% | 16% | 2% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | 13% | - | 0% | 5% | 0% | 2% | 7% | 4% | 7% |
| Not Tested | 12% | 6% | 2% | 0% | 3% | 0% | - | 0% | - | 0% | 3% | 0% | 3% | 0% | 2% | 2% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 3% | 0% | 0% | 0% | 1% | 0% |
| Other | 10% | 4% | 2% | 0% | 3% | 0% | - | 0% | - | 0% | 0% | 0% | 2% | 0% | 2% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 82% | 97% | 93% | - | 97% | * | 100% | 84% | 100% | 99% | 78% | 94% | 98% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 18% | 3% | 7% | - | 3% | * | 0% | 16% | 0% | 1% | 22% | 6% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.3% | 99.0% | 99.3% | 99.4% | - | 99.9% | * | * | 99.3% | 99.2% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 97.2% | 96.5% | 97.1% | 97.0% | - | 98.6% | * | 95.4% | 96.4% | 97.0% | 97.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 1.7% | 4.8% | 0.8% | 2.8% | - | 2.8% | 0.0% | * | 1.7% | 2.3% | 1.3% |
| 2018-19 | 11.4% | 15.3% | 3.8% | 12.5% | 3.2% | 0.0% | - | 0.0% | * | 0.0% | 11.7% | 5.2% | 0.6% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 587 | 100.0% | 50,547 | 5,359,040 | 590 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 3 | 0.5% | 0.3% | 0.4% |
| Pre-Kindergarten | 55 | 9.4% | 3.8% | 3.7% | 55 | 9.3% | 3.7% | 3.7% |
| Kindergarten | 94 | 16.0% | 6.4% | 6.7% | 94 | 15.9% | 6.4% | 6.7% |
| Grade 1 | 111 | 18.9% | 6.8% | 7.1% | 111 | 18.8% | 6.8% | 7.1% |
| Grade 2 | 114 | 19.4% | 6.7% | 7.1% | 114 | 19.3% | 6.7% | 7.1% |
| Grade 3 | 103 | 17.5% | 6.9% | 7.1% | 103 | 17.5% | 6.9% | 7.1% |
| Grade 4 | 110 | 18.7% | 7.1% | 7.2% | 110 | 18.6% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 41 | 7.0% | 7.7% | 12.7% | 41 | 6.9% | 7.7% | 12.7% |
| Hispanic | 440 | 75.0% | 83.2% | 52.9% | 441 | 74.7% | 83.2% | 52.9% |
| White | 41 | 7.0% | 5.3% | 26.5% | 42 | 7.1% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 56 | 9.5% | 3.0% | 4.7% | 56 | 9.5% | 3.0% | 4.7% |
| Pacific Islander | 4 | 0.7% | 0.1% | 0.2% | 4 | 0.7% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.9% | 0.7% | 2.7% | 6 | 1.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 302 | 51.4% | 48.5% | 48.9% | 304 | 51.5% | 48.5% | 48.9% |
| Male | 285 | 48.6% | 51.5% | 51.1% | 286 | 48.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 407 | 69.3% | 83.8% | 60.3% | 409 | 69.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 180 | 30.7% | 16.2% | 39.7% | 181 | 30.7% | 16.3% | 39.8% |
| Section 504 Students | 17 | 2.9% | 5.8% | 7.2% | 17 | 2.9% | 5.7% | 7.2% |
| EB Students/EL | 210 | 35.8% | 30.0% | 20.7% | 210 | 35.6% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 10 | 1.7% | 4.6% | 4.5% | 10 | 1.7% | 4.6% | 4.5% |
| Foster Care | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 0 | 0.0% | 0.8% | 1.1% | 0 | 0.0% | 0.8% | 1.1% |
| Immigrant | 3 | 0.5% | 2.8% | 2.0% | 3 | 0.5% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 587 | 100.0% | 68.6% | 64.5% | 590 | 100.0% | 68.5% | 64.5% |
| Military Connected | 6 | 1.0% | 0.4% | 2.7% | 6 | 1.0% | 0.4% | 2.7% |
| At-Risk | 328 | 55.9% | 58.7% | 49.2% | 328 | 55.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 276 | 47.0% | 28.1% | 21.0% | 276 | 46.8% | 28.0% | 20.9% |
| Gifted and Talented Education | 47 | 8.0% | 5.6% | 8.3% | 47 | 8.0% | 5.6% | 8.3% |
| Special Education | 69 | 11.8% | 11.9% | 11.1% | 72 | 12.2% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 69 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 11 | 15.9% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 35 | 50.7% | 18.2% | 21.3% | | | | |
| Students with Autism | ** | ** | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 12 | 17.4% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 30 | 6.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 4 | 0.8% | 2.2% | 2.8% | | | | |
| Hispanic | 23 | 4.8% | 10.6% | 7.1% | | | | |
| White | 1 | 0.2% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 5.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 7 | 4.6% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 28 | 8.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 68 | 13.3% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.0% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 8.0% | 8.0% | 1.9% | 31.6% | 8.8% | 3.2% |
| Grade 2 | 4.3% | 2.8% | 1.0% | 6.7% | 1.8% | 1.4% |
| Grade 3 | 1.0% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.9% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 15.3 | 17.4 | 17.7 |
| Grade 1 | 18.5 | 17.9 | 18.0 |
| Grade 2 | 15.3 | 16.4 | 18.0 |
| Grade 3 | 17.4 | 17.4 | 18.2 |
| Grade 4 | 15.4 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 72.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 56.6 | 78.2% | 58.7% | 64.3% |
| Teachers | 48.8 | 67.4% | 45.1% | 49.6% |
| Professional Support | 5.8 | 8.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.3% | 3.0% |
| Educational Aides: | 15.8 | 21.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 51.5 | 71.1% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 6.1% | 9.9% | 11.1% |
| Hispanic | 28.2 | 57.7% | 38.0% | 28.4% |
| White | 14.8 | 30.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.9 | 3.8% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 5.1 | 10.4% | 24.8% | 23.8% |
| Females | 43.8 | 89.6% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 37.4 | 76.6% | 75.9% | 73.0% |
| Masters | 11.4 | 23.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 2.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.3 | 25.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 13.6 | 28.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 17.6 | 36.0% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.3 | 8.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.0 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 4.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 4.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 10.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 10.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 11.0 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 9.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$56,785 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,245 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,630 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,298 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,404 | \$60,082 | \$57,641 |
| Professional Support | \$65,808 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$100,210 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 6.1 | 12.5% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 38.3 | 78.6% | 63.3% | 71.0% |
| Special Education | 4.3 | 8.9% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
LAURA WELCH BUSH EL (101917137) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: SOUTH BELT EL

Campus Number: 101917138

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 63% | 65% | 65% | 71% | - | 56% | - | * | 35% | * | 63% | 67% | 58% | 40% |
| | 2019 | 76% | 80% | 88% | 91% | 86% | 93% | - | 89% | - | * | 55% | 86% | 87% | 96% | 89% | 86% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 34% | 18% | 36% | 43% | - | 56% | - | * | 24% | * | 37% | 17% | 29% | 20% |
| | 2019 | 45% | 42% | 54% | 41% | 54% | 71% | - | 67% | - | * | 27% | 57% | 52% | 65% | 44% | 50% |
| At Masters Grade Level | 2021 | 19% | 12% | 14% | 12% | 16% | 14% | - | 11% | - | * | 0% | * | 17% | 0% | 15% | 0% |
| | 2019 | 27% | 23% | 27% | 18% | 28% | 21% | - | 44% | - | * | 9% | 29% | 26% | 30% | 22% | 21% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 62% | 35% | 65% | 71% | - | 78% | - | * | 41% | * | 63% | 55% | 43% | 80% |
| | 2019 | 79% | 78% | 85% | 82% | 82% | 100% | - | 89% | - | * | 45% | 86% | 82% | 96% | 82% | 64% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 24% | 18% | 26% | 14% | - | 22% | - | * | 18% | * | 24% | 18% | 13% | 40% |
| | 2019 | 49% | 41% | 49% | 50% | 38% | 79% | - | 78% | - | * | 18% | 29% | 49% | 48% | 38% | 50% |
| At Masters Grade Level | 2021 | 14% | 6% | 9% | 12% | 7% | 0% | - | 22% | - | * | 6% | * | 8% | 18% | 6% | 40% |
| | 2019 | 25% | 17% | 22% | 27% | 17% | 21% | - | 44% | - | * | 0% | 14% | 20% | 30% | 13% | 43% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 72% | 70% | 63% | 100% | - | 80% | - | * | 41% | 60% | 70% | 81% | 71% | 40% |
| | 2019 | 75% | 77% | 78% | 61% | 80% | 80% | - | 91% | - | * | 29% | * | 82% | 72% | 72% | 88% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 42% | 20% | 42% | 47% | - | 60% | - | * | 24% | 40% | 42% | 38% | 36% | 20% |
| | 2019 | 44% | 41% | 51% | 39% | 47% | 60% | - | 74% | - | * | 24% | * | 54% | 44% | 46% | 67% |
| At Masters Grade Level | 2021 | 17% | 8% | 17% | 5% | 15% | 24% | - | 50% | - | * | 6% | 0% | 21% | 0% | 10% | 0% |
| | 2019 | 22% | 17% | 28% | 22% | 29% | 50% | - | 30% | - | * | 0% | * | 28% | 30% | 27% | 29% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 77% | 65% | 75% | 88% | - | 90% | - | * | 59% | 60% | 76% | 81% | 75% | 60% |
| | 2019 | 75% | 75% | 83% | 78% | 80% | 80% | - | 96% | - | * | 29% | * | 86% | 77% | 79% | 92% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 41% | 10% | 34% | 65% | - | 90% | - | * | 24% | 20% | 44% | 24% | 33% | 30% |
| | 2019 | 48% | 40% | 53% | 39% | 47% | 70% | - | 87% | - | * | 18% | * | 53% | 53% | 48% | 54% |
| At Masters Grade Level | 2021 | 21% | 10% | 24% | 5% | 19% | 35% | - | 70% | - | * | 0% | 20% | 29% | 0% | 18% | 10% |
| | 2019 | 28% | 18% | 32% | 26% | 26% | 30% | - | 65% | - | * | 0% | * | 30% | 37% | 28% | 38% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 60% | 35% | 58% | 76% | - | 88% | - | * | 41% | 20% | 60% | 59% | 53% | 60% |
| | 2019 | 67% | 66% | 72% | 74% | 67% | 70% | - | 83% | - | * | 24% | * | 70% | 74% | 67% | 75% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 25% | 15% | 20% | 41% | - | 50% | - | * | 24% | 0% | 28% | 14% | 17% | 0% |
| | 2019 | 35% | 30% | 42% | 35% | 37% | 30% | - | 65% | - | * | 24% | * | 45% | 35% | 34% | 46% |
| At Masters Grade Level | 2021 | 8% | 4% | 9% | 0% | 9% | 18% | - | 13% | - | * | 12% | 0% | 11% | 0% | 7% | 0% |
| | 2019 | 11% | 8% | 18% | 13% | 19% | 20% | - | 22% | - | * | 0% | * | 21% | 12% | 17% | 21% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 67% | 54% | 65% | 85% | - | 78% | - | 88% | 44% | 48% | 67% | 70% | 62% | 55% |
| | 2019 | 78% | 76% | 81% | 77% | 79% | 86% | - | 90% | - | 88% | 34% | 78% | 81% | 80% | 77% | 82% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 34% | 16% | 32% | 46% | - | 57% | - | 56% | 22% | 14% | 36% | 23% | 26% | 20% |
| | 2019 | 50% | 45% | 50% | 41% | 45% | 64% | - | 75% | - | 31% | 22% | 48% | 51% | 47% | 42% | 54% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 6% | 14% | 22% | - | 35% | - | 6% | 5% | 5% | 17% | 2% | 11% | 8% |
| | 2019 | 24% | 18% | 26% | 21% | 24% | 28% | - | 40% | - | 13% | 1% | 30% | 25% | 27% | 22% | 30% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 68% | 68% | 64% | 92% | - | 68% | - | 67% | 38% | 63% | 67% | 76% | 66% | 40% |
| | 2019 | 75% | 72% | 83% | 76% | 83% | 88% | - | 91% | - | 83% | 39% | 80% | 84% | 80% | 79% | 87% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | 19% | 39% | 46% | - | 58% | - | 50% | 24% | 25% | 40% | 30% | 33% | 20% |
| | 2019 | 48% | 42% | 52% | 40% | 50% | 67% | - | 72% | - | 33% | 25% | 50% | 53% | 52% | 45% | 61% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 8% | 16% | 21% | - | 32% | - | 0% | 3% | 0% | 19% | 0% | 12% | 0% |
| | 2019 | 21% | 15% | 28% | 20% | 28% | 33% | - | 34% | - | 17% | 4% | 30% | 27% | 30% | 25% | 26% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 71% | 51% | 70% | 83% | - | 84% | - | 100% | 50% | 50% | 70% | 72% | 63% | 67% |
| | 2019 | 82% | 82% | 84% | 80% | 81% | 92% | - | 94% | - | 100% | 36% | 80% | 84% | 83% | 80% | 82% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 33% | 14% | 31% | 50% | - | 58% | - | 67% | 21% | 13% | 35% | 22% | 25% | 33% |
| | 2019 | 52% | 47% | 51% | 44% | 43% | 75% | - | 84% | - | 17% | 18% | 40% | 51% | 52% | 44% | 53% |
| At Masters Grade Level | 2021 | 18% | 11% | 17% | 8% | 14% | 25% | - | 47% | - | 17% | 3% | 13% | 19% | 6% | 13% | 20% |
| | 2019 | 26% | 21% | 28% | 27% | 21% | 25% | - | 59% | - | 17% | 0% | 30% | 25% | 35% | 22% | 39% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 60% | 35% | 58% | 76% | - | 88% | - | * | 41% | 20% | 60% | 59% | 53% | 60% |
| | 2019 | 68% | 66% | 72% | 74% | 67% | 70% | - | 83% | - | * | 24% | * | 70% | 74% | 67% | 75% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 25% | 15% | 20% | 41% | - | 50% | - | * | 24% | 0% | 28% | 14% | 17% | 0% |
| | 2019 | 38% | 32% | 42% | 35% | 37% | 30% | - | 65% | - | * | 24% | * | 45% | 35% | 34% | 46% |
| At Masters Grade Level | 2021 | 9% | 4% | 9% | 0% | 9% | 18% | - | 13% | - | * | 12% | 0% | 11% | 0% | 7% | 0% |
| | 2019 | 14% | 10% | 18% | 13% | 19% | 20% | - | 22% | - | * | 0% | * | 21% | 12% | 17% | 21% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 66 | 59 | 67 | 85 | - | 66 | - | * | 37 | * | 67 | 64 | 62 | 70 |
| | 2018 | 63 | 61 | 67 | 66 | 68 | 60 | - | 63 | - | * | 73 | * | 65 | 70 | 66 | 61 |
| Grade 4 Mathematics | 2019 | 65 | 61 | 77 | 67 | 78 | 65 | - | 95 | - | * | 67 | * | 77 | 77 | 74 | 80 |
| | 2018 | 65 | 61 | 72 | 50 | 72 | 87 | - | 88 | - | * | 85 | * | 73 | 72 | 65 | 78 |
| All Grades Both Subjects | 2019 | 69 | 69 | 72 | 63 | 72 | 75 | - | 81 | - | 50 | 52 | 67 | 72 | 71 | 68 | 75 |
| | 2018 | 69 | 68 | 70 | 58 | 70 | 73 | - | 75 | - | 100 | 79 | * | 69 | 71 | 66 | 69 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 66 | 59 | 67 | 85 | - | 66 | - | * | 37 | * | 67 | 64 | 62 | 70 |
| | 2018 | 69 | 68 | 67 | 66 | 68 | 60 | - | 63 | - | * | 73 | * | 65 | 70 | 66 | 61 |
| All Grades Mathematics | 2019 | 70 | 70 | 77 | 67 | 78 | 65 | - | 95 | - | * | 67 | * | 77 | 77 | 74 | 80 |
| | 2018 | 70 | 69 | 72 | 50 | 72 | 87 | - | 88 | - | * | 85 | * | 73 | 72 | 65 | 78 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 67% | - | - | - | - | - | - | 61% | - | 61% | - | 47% | 68% | 55% | - |
| | 2019 | 78% | 76% | 81% | - | - | - | - | - | - | 33% | - | 33% | - | 84% | | 80% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 34% | - | - | - | - | - | - | 26% | - | 26% | - | 12% | 35% | 20% | - |
| | 2019 | 50% | 45% | 50% | - | - | - | - | - | - | 17% | - | 17% | - | 54% | | 51% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | - | - | - | - | - | - | 13% | - | 13% | - | 0% | 16% | 8% | - |
| | 2019 | 24% | 18% | 26% | - | - | - | - | - | - | 0% | - | 0% | - | 25% | | 23% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 68% | - | - | - | - | - | - | 44% | - | 44% | - | 33% | 70% | 40% | - |
| | 2019 | 75% | 72% | 83% | - | - | - | - | - | - | * | - | * | - | 92% | | 89% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 38% | - | - | - | - | - | - | 22% | - | 22% | - | 17% | 40% | 20% | - |
| | 2019 | 48% | 42% | 52% | - | - | - | - | - | - | * | - | * | - | 60% | | 56% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 17% | 0% | - |
| | 2019 | 21% | 15% | 28% | - | - | - | - | - | - | * | - | * | - | 20% | | 19% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 71% | - | - | - | - | - | - | 78% | - | 78% | - | 50% | 71% | 67% | - |
| | 2019 | 82% | 82% | 84% | - | - | - | - | - | - | * | - | * | - | 80% | | 78% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 33% | - | - | - | - | - | - | 44% | - | 44% | - | 17% | 33% | 33% | - |
| | 2019 | 52% | 47% | 51% | - | - | - | - | - | - | * | - | * | - | 52% | | 52% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 17% | - | - | - | - | - | - | 33% | - | 33% | - | 0% | 17% | 20% | - |
| | 2019 | 26% | 21% | 28% | - | - | - | - | - | - | * | - | * | - | 40% | | 37% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 60% | - | - | - | - | - | - | 60% | - | 60% | - | 60% | 60% | 60% | - |
| | 2019 | 68% | 66% | 72% | - | - | - | - | - | - | * | - | * | - | 77% | | 67% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 25% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 28% | 0% | - |
| | 2019 | 38% | 32% | 42% | - | - | - | - | - | - | * | - | * | - | 46% | | 40% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 9% | - | - | - | - | - | - | 0% | - | 0% | - | 0% | 10% | 0% | - |
| | 2019 | 14% | 10% | 18% | - | - | - | - | - | - | * | - | * | - | 8% | | 7% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 98% | 97% | 99% | - | 94% | - | 100% | 96% | 100% | 98% | 94% | 97% | 93% |
| Included in Accountability | 83% | 88% | 89% | 91% | 93% | 86% | - | 72% | - | 100% | 85% | 100% | 93% | 73% | 88% | 56% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 7% | 2% | 9% | - | 0% | - | 0% | 3% | 0% | 1% | 14% | 2% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 2% | 4% | - | 22% | - | 0% | 8% | 0% | 4% | 7% | 7% | 35% |
| Not Tested | 12% | 6% | 3% | 2% | 3% | 1% | - | 6% | - | 0% | 4% | 0% | 2% | 6% | 3% | 7% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 2% | 3% | 1% | - | 6% | - | 0% | 4% | 0% | 2% | 6% | 3% | 7% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 93% | 85% | 96% | 100% | - | 92% | - | 89% | 88% | 100% | 97% | 85% | 96% | 91% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | 15% | 4% | 0% | - | 5% | - | 11% | 12% | 0% | 3% | 14% | 3% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | 3% | - | 0% | 0% | 0% | 0% | 1% | 1% | 3% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.2% | 98.9% | 99.4% | 99.2% | | * 99.2% | | * 96.1% | 99.5% | 99.0% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 96.6% | 96.5% | 96.7% | 95.6% | | * 97.2% | | * 94.5% | 97.1% | 96.1% | 96.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.4% | 6.5% | 2.5% | 0.0% | | * 1.8% | | * 27.3% | 1.4% | 4.8% | 2.3% |
| 2018-19 | 11.4% | 15.3% | 7.4% | 7.9% | 6.2% | 14.0% | | * 3.2% | | * 23.1% | 7.0% | 8.9% | 6.7% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 679 | 100.0% | 50,547 | 5,359,040 | 684 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 4 | 0.6% | 0.3% | 0.3% | 9 | 1.3% | 0.3% | 0.4% |
| Pre-Kindergarten | 58 | 8.5% | 3.8% | 3.7% | 58 | 8.5% | 3.7% | 3.7% |
| Kindergarten | 141 | 20.8% | 6.4% | 6.7% | 141 | 20.6% | 6.4% | 6.7% |
| Grade 1 | 129 | 19.0% | 6.8% | 7.1% | 129 | 18.9% | 6.8% | 7.1% |
| Grade 2 | 94 | 13.8% | 6.7% | 7.1% | 94 | 13.7% | 6.7% | 7.1% |
| Grade 3 | 118 | 17.4% | 6.9% | 7.1% | 118 | 17.3% | 6.9% | 7.1% |
| Grade 4 | 135 | 19.9% | 7.1% | 7.2% | 135 | 19.7% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 99 | 14.6% | 7.7% | 12.7% | 99 | 14.5% | 7.7% | 12.7% |
| Hispanic | 395 | 58.2% | 83.2% | 52.9% | 400 | 58.5% | 83.2% | 52.9% |
| White | 63 | 9.3% | 5.3% | 26.5% | 63 | 9.2% | 5.3% | 26.5% |
| American Indian | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |
| Asian | 100 | 14.7% | 3.0% | 4.7% | 100 | 14.6% | 3.0% | 4.7% |
| Pacific Islander | 6 | 0.9% | 0.1% | 0.2% | 6 | 0.9% | 0.1% | 0.2% |
| Two or More Races | 15 | 2.2% | 0.7% | 2.7% | 15 | 2.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 288 | 42.4% | 48.5% | 48.9% | 291 | 42.5% | 48.5% | 48.9% |
| Male | 391 | 57.6% | 51.5% | 51.1% | 393 | 57.5% | 51.5% | 51.1% |
| Economically Disadvantaged | 426 | 62.7% | 83.8% | 60.3% | 426 | 62.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 253 | 37.3% | 16.2% | 39.7% | 258 | 37.7% | 16.3% | 39.8% |
| Section 504 Students | 30 | 4.4% | 5.8% | 7.2% | 30 | 4.4% | 5.7% | 7.2% |
| EB Students/EL | 71 | 10.5% | 30.0% | 20.7% | 71 | 10.4% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 19 | 2.8% | 4.6% | 4.5% | 19 | 2.8% | 4.6% | 4.5% |
| Foster Care | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 13 | 1.9% | 0.8% | 1.1% | 13 | 1.9% | 0.8% | 1.1% |
| Immigrant | 11 | 1.6% | 2.8% | 2.0% | 11 | 1.6% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 679 | 100.0% | 68.6% | 64.5% | 684 | 100.0% | 68.5% | 64.5% |
| Military Connected | 12 | 1.8% | 0.4% | 2.7% | 12 | 1.8% | 0.4% | 2.7% |
| At-Risk | 309 | 45.5% | 58.7% | 49.2% | 310 | 45.3% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 45 | 6.6% | 28.1% | 21.0% | 45 | 6.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 29 | 4.3% | 5.6% | 8.3% | 29 | 4.2% | 5.6% | 8.3% |
| Special Education | 108 | 15.9% | 11.9% | 11.1% | 113 | 16.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 108 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 11 | 10.2% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 66 | 61.1% | 18.2% | 21.3% | | | | |
| Students with Autism | 25 | 23.1% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 51 | 10.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 19 | 3.8% | 2.2% | 2.8% | | | | |
| Hispanic | 20 | 4.0% | 10.6% | 7.1% | | | | |
| White | 3 | 0.6% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 5 | 1.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 4 | 0.8% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 2 | 2.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 2 | 4.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 34 | 12.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 73 | 13.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 0.9% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 3.6% | 8.0% | 1.9% | 9.1% | 8.8% | 3.2% |
| Grade 2 | 2.3% | 2.8% | 1.0% | 4.8% | 1.8% | 1.4% |
| Grade 3 | 0.9% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 0.0% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 22.5 | 17.4 | 17.7 |
| Grade 1 | 20.8 | 17.9 | 18.0 |
| Grade 2 | 15.2 | 16.4 | 18.0 |
| Grade 3 | 19.0 | 17.4 | 18.2 |
| Grade 4 | 21.8 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 71.9 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 59.9 | 83.3% | 58.7% | 64.3% |
| Teachers | 50.1 | 69.7% | 45.1% | 49.6% |
| Professional Support | 7.8 | 10.8% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.0 | 2.8% | 2.3% | 3.0% |
| Educational Aides: | 12.0 | 16.7% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 29.9 | 41.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.2 | 6.4% | 9.9% | 11.1% |
| Hispanic | 9.0 | 18.0% | 38.0% | 28.4% |
| White | 30.9 | 61.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 5.0 | 10.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 2.0 | 4.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 2.0 | 4.0% | 24.8% | 23.8% |
| Females | 48.1 | 96.0% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 37.7 | 75.3% | 75.9% | 73.0% |
| Masters | 12.4 | 24.7% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 4.0 | 8.0% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.6 | 25.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 13.7 | 27.4% | 24.4% | 20.3% |
| 11-20 Years Experience | 18.3 | 36.5% | 28.3% | 29.1% |
| 21-30 Years Experience | 1.5 | 2.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 22.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 22.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 5.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 5.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.1 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.1 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$53,958 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,868 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,226 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$61,686 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$68,025 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,893 | \$60,082 | \$57,641 |
| Professional Support | \$64,534 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$103,155 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.6 | 5.2% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 40.6 | 81.0% | 63.3% | 71.0% |
| Special Education | 6.9 | 13.8% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
SOUTH BELT EL (101917138) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: CARTER LOMAX MIDDLE

Campus Number: 101917139

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 72% | * | 72% | 76% | - | 62% | - | 80% | 30% | * | 74% | 60% | 69% | 61% |
| | 2019 | 86% | 84% | 91% | 57% | 91% | 94% | * | 85% | - | * | 69% | 100% | 91% | 87% | 89% | 88% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 43% | * | 41% | 59% | - | 46% | - | 20% | 10% | * | 45% | 35% | 36% | 27% |
| | 2019 | 54% | 47% | 60% | 43% | 60% | 63% | * | 69% | - | * | 46% | 71% | 62% | 53% | 55% | 51% |
| At Masters Grade Level | 2021 | 30% | 17% | 29% | * | 27% | 45% | - | 31% | - | 20% | 3% | * | 29% | 27% | 23% | 13% |
| | 2019 | 29% | 21% | 31% | 29% | 29% | 37% | * | 38% | - | * | 8% | 71% | 32% | 28% | 25% | 26% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 72% | * | 70% | 83% | - | 85% | - | 80% | 30% | * | 73% | 64% | 69% | 70% |
| | 2019 | 90% | 87% | 90% | 57% | 91% | 89% | * | 100% | - | * | 67% | 100% | 91% | 88% | 89% | 90% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 37% | * | 37% | 38% | - | 46% | - | 20% | 7% | * | 37% | 38% | 32% | 27% |
| | 2019 | 58% | 48% | 64% | 43% | 62% | 72% | * | 77% | - | * | 44% | 100% | 63% | 67% | 57% | 58% |
| At Masters Grade Level | 2021 | 25% | 10% | 15% | * | 13% | 17% | - | 38% | - | 20% | 3% | * | 15% | 17% | 12% | 8% |
| | 2019 | 36% | 25% | 36% | 29% | 35% | 35% | * | 62% | - | * | 21% | 57% | 36% | 37% | 31% | 35% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 70% | * | 69% | 79% | - | 77% | - | 80% | 27% | * | 72% | 60% | 66% | 65% |
| | 2019 | 75% | 73% | 89% | 71% | 90% | 88% | * | 92% | - | * | 68% | 100% | 89% | 90% | 87% | 86% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 30% | * | 29% | 41% | - | 31% | - | 20% | 13% | * | 29% | 34% | 26% | 15% |
| | 2019 | 49% | 44% | 73% | 57% | 71% | 81% | * | 92% | - | * | 50% | 100% | 73% | 75% | 67% | 62% |
| At Masters Grade Level | 2021 | 13% | 4% | 10% | * | 10% | 7% | - | 8% | - | 20% | 3% | * | 9% | 13% | 8% | 6% |
| | 2019 | 24% | 19% | 42% | 29% | 39% | 46% | * | 69% | - | * | 18% | 71% | 42% | 37% | 35% | 34% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 66% | 71% | 62% | 74% | - | 86% | - | 100% | 33% | 40% | 67% | 59% | 63% | 40% |
| | 2019 | 68% | 66% | 77% | 80% | 74% | 83% | * | 100% | - | 100% | 55% | 83% | 79% | 69% | 75% | 69% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 36% | 43% | 34% | 38% | - | 50% | - | 60% | 25% | 20% | 37% | 30% | 33% | 12% |
| | 2019 | 37% | 31% | 41% | 60% | 35% | 55% | * | 75% | - | 50% | 30% | 67% | 44% | 28% | 35% | 34% |
| At Masters Grade Level | 2021 | 15% | 9% | 13% | 0% | 13% | 5% | - | 21% | - | 60% | 3% | 0% | 12% | 15% | 13% | 3% |
| | 2019 | 18% | 12% | 16% | 20% | 13% | 28% | * | 25% | - | 33% | 15% | 33% | 17% | 13% | 12% | 12% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 64% | 40% | 64% | 71% | - | 67% | - | * | 32% | 100% | 66% | 56% | 60% | 65% |
| | 2019 | 81% | 73% | 82% | * | 81% | 88% | - | * | - | * | 58% | 100% | 81% | 86% | 79% | 83% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 17% | 20% | 17% | 21% | - | 17% | - | * | 21% | 20% | 15% | 28% | 15% | 13% |
| | 2019 | 47% | 26% | 36% | * | 34% | 38% | - | * | - | * | 16% | 60% | 36% | 36% | 35% | 31% |
| At Masters Grade Level | 2021 | 15% | 3% | 2% | 0% | 2% | 0% | - | 0% | - | * | 3% | 0% | 2% | 0% | 3% | 6% |
| | 2019 | 21% | 6% | 8% | * | 6% | 13% | - | * | - | * | 5% | 0% | 8% | 6% | 9% | 9% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 93% | * | 95% | 86% | - | 100% | - | * | * | - | 94% | 88% | 92% | 86% |
| | 2019 | 75% | 76% | 97% | * | 96% | 100% | * | 100% | - | * | * | * | 97% | 100% | 97% | 95% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 60% | * | 66% | 36% | - | 63% | - | * | * | - | 60% | 63% | 58% | 14% |
| | 2019 | 43% | 38% | 84% | * | 85% | 78% | * | 89% | - | * | * | * | 83% | 93% | 78% | 83% |
| At Masters Grade Level | 2021 | 12% | 5% | 21% | * | 22% | 7% | - | 25% | - | * | * | - | 19% | 38% | 19% | 0% |
| | 2019 | 17% | 9% | 33% | * | 28% | 39% | * | 67% | - | * | * | * | 31% | 43% | 31% | 28% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 70% | 44% | 69% | 77% | - | 79% | - | 88% | 32% | 55% | 72% | 61% | 67% | 62% |
| | 2019 | 78% | 76% | 87% | 71% | 86% | 90% | 100% | 95% | - | 100% | 65% | 97% | 88% | 84% | 85% | 84% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 35% | 30% | 34% | 40% | - | 43% | - | 32% | 17% | 23% | 35% | 34% | 31% | 20% |
| | 2019 | 50% | 45% | 58% | 58% | 56% | 66% | 100% | 78% | - | 73% | 41% | 79% | 60% | 53% | 52% | 51% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 11% | 14% | 14% | - | 22% | - | 28% | 3% | 9% | 14% | 16% | 12% | 7% |
| | 2019 | 24% | 18% | 28% | 26% | 26% | 35% | 20% | 51% | - | 40% | 14% | 48% | 29% | 25% | 24% | 25% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 68% | 55% | 67% | 75% | - | 74% | - | 90% | 32% | 33% | 70% | 60% | 66% | 53% |
| | 2019 | 75% | 72% | 84% | 67% | 83% | 89% | * | 92% | - | 100% | 64% | 92% | 85% | 77% | 82% | 79% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 39% | 36% | 38% | 47% | - | 48% | - | 40% | 18% | 22% | 41% | 33% | 35% | 21% |
| | 2019 | 48% | 42% | 51% | 50% | 48% | 59% | * | 72% | - | 57% | 41% | 69% | 53% | 39% | 45% | 43% |
| At Masters Grade Level | 2021 | 18% | 12% | 20% | 9% | 20% | 22% | - | 26% | - | 40% | 3% | 11% | 20% | 21% | 18% | 9% |
| | 2019 | 21% | 15% | 24% | 25% | 21% | 33% | * | 32% | - | 43% | 10% | 54% | 25% | 20% | 19% | 19% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 72% | 42% | 71% | 79% | - | 85% | - | 90% | 34% | 78% | 74% | 63% | 68% | 69% |
| | 2019 | 82% | 82% | 89% | 75% | 88% | 91% | * | 100% | - | 100% | 64% | 100% | 89% | 89% | 87% | 89% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 33% | 25% | 33% | 31% | - | 44% | - | 30% | 16% | 22% | 32% | 36% | 29% | 21% |
| | 2019 | 52% | 47% | 59% | 67% | 56% | 65% | * | 76% | - | 86% | 36% | 77% | 59% | 57% | 52% | 54% |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | 8% | 10% | 9% | - | 26% | - | 20% | 3% | 0% | 11% | 12% | 9% | 7% |
| | 2019 | 26% | 21% | 26% | 25% | 24% | 31% | * | 60% | - | 29% | 15% | 31% | 27% | 24% | 24% | 26% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 70% | * | 69% | 79% | - | 77% | - | 80% | 27% | * | 72% | 60% | 66% | 65% |
| | 2019 | 81% | 80% | 89% | 71% | 90% | 88% | * | 92% | - | * | 68% | 100% | 89% | 90% | 87% | 86% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 30% | * | 29% | 41% | - | 31% | - | 20% | 13% | * | 29% | 34% | 26% | 15% |
| | 2019 | 54% | 50% | 73% | 57% | 71% | 81% | * | 92% | - | * | 50% | 100% | 73% | 75% | 67% | 62% |
| At Masters Grade Level | 2021 | 20% | 12% | 10% | * | 10% | 7% | - | 8% | - | 20% | 3% | * | 9% | 13% | 8% | 6% |
| | 2019 | 25% | 19% | 42% | 29% | 39% | 46% | * | 69% | - | * | 18% | 71% | 42% | 37% | 35% | 34% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 82 | 64 | 81 | 90 | * | 77 | - | * | 60 | 100 | 82 | 79 | 82 | 81 |
| | 2018 | 80 | 76 | 82 | * | 82 | 83 | * | 88 | - | 71 | 95 | * | 81 | 87 | 84 | 85 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 86 | 64 | 87 | 82 | * | 88 | - | * | 69 | 71 | 86 | 86 | 85 | 86 |
| | 2018 | 81 | 74 | 78 | * | 78 | 76 | * | 88 | - | 86 | 84 | 100 | 80 | 72 | 78 | 79 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 45 | 60 | 42 | 54 | * | 54 | - | 50 | 48 | 75 | 46 | 38 | 40 | 40 |
| | 2018 | 47 | 48 | 52 | 29 | 52 | 55 | - | 58 | - | * | 34 | * | 54 | 47 | 50 | 53 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 63 | * | 63 | 61 | - | * | - | * | 55 | 60 | 64 | 59 | 63 | 58 |
| | 2018 | 56 | 56 | 64 | 67 | 62 | 75 | - | 70 | - | * | 60 | * | 65 | 59 | 63 | 58 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 55 | * | 52 | 61 | * | 78 | - | * | * | * | 52 | 71 | 48 | 45 |
| | 2018 | 67 | 65 | 64 | * | 54 | 80 | - | 86 | - | - | * | - | 65 | 61 | 64 | 57 |
| All Grades Both Subjects | 2019 | 69 | 69 | 68 | 69 | 67 | 73 | * | 72 | - | 57 | 61 | 75 | 69 | 65 | 67 | 65 |
| | 2018 | 69 | 68 | 69 | 61 | 68 | 74 | * | 77 | - | 75 | 66 | 77 | 70 | 66 | 68 | 67 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 63 | 63 | 61 | 74 | * | 66 | - | 57 | 56 | 88 | 65 | 56 | 61 | 61 |
| | 2018 | 69 | 68 | 67 | 50 | 66 | 71 | * | 69 | - | 63 | 62 | 60 | 67 | 67 | 66 | 66 |
| All Grades Mathematics | 2019 | 70 | 70 | 73 | 75 | 73 | 72 | * | 78 | - | 57 | 65 | 62 | 73 | 73 | 72 | 70 |
| | 2018 | 70 | 69 | 71 | 73 | 69 | 76 | * | 84 | - | 88 | 70 | 92 | 72 | 66 | 70 | 68 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL | |
|---------------------------------------------------------|----------------|-------|----------|--------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|--|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 70% | 60% | - | 60% | - | - | - | - | - | - | - | 64% | 73% | 62% | * | |
| | 2019 | 78% | 76% | 87% | 77% | - | 77% | - | - | - | 89% | - | 89% | - | 72% | | 76% | | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 35% | 15% | - | 15% | - | - | - | - | - | - | - | 27% | 41% | 19% | * | |
| | 2019 | 50% | 45% | 58% | 36% | - | 36% | - | - | - | 56% | - | 56% | - | 44% | | 38% | | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 3% | - | 3% | - | - | - | - | - | - | - | 13% | 17% | 7% | * | |
| | 2019 | 24% | 18% | 28% | 16% | - | 16% | - | - | - | 22% | - | 22% | - | 19% | | 17% | | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 68% | 48% | - | 48% | - | - | - | - | - | - | - | 60% | 74% | 52% | * | |
| | 2019 | 75% | 72% | 84% | 72% | - | 72% | - | - | - | * | - | * | - | 54% | | 68% | | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 39% | 14% | - | 14% | - | - | - | - | - | - | - | 32% | 46% | 20% | * | |
| | 2019 | 48% | 42% | 51% | 24% | - | 24% | - | - | - | * | - | * | - | 31% | | 26% | | |
| At Masters Grade Level | 2021 | 18% | 12% | 20% | 6% | - | 6% | - | - | - | - | - | - | - | 12% | 25% | 8% | * | |
| | 2019 | 21% | 15% | 24% | 11% | - | 11% | - | - | - | * | - | * | - | 12% | | 12% | | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 72% | 68% | - | 68% | - | - | - | - | - | - | - | 71% | 73% | 69% | * | |
| | 2019 | 82% | 82% | 89% | 84% | - | 84% | - | - | - | * | - | * | - | 81% | | 83% | | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 33% | 18% | - | 18% | - | - | - | - | - | - | - | 27% | 37% | 21% | * | |
| | 2019 | 52% | 47% | 59% | 43% | - | 43% | - | - | - | * | - | * | - | 42% | | 43% | | |
| At Masters Grade Level | 2021 | 18% | 11% | 11% | 1% | - | 1% | - | - | - | - | - | - | - | 16% | 12% | 6% | * | |
| | 2019 | 26% | 21% | 26% | 18% | - | 18% | - | - | - | * | - | * | - | 23% | | 19% | | |
| All Grades Science | | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 70% | 67% | - | 67% | - | - | - | - | - | - | - | 60% | 72% | 64% | * | |
| | 2019 | 81% | 80% | 89% | 75% | - | 75% | - | - | - | * | - | * | - | 92% | | 79% | | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 30% | 10% | - | 10% | - | - | - | - | - | - | - | 20% | 37% | 14% | * | |
| | 2019 | 54% | 50% | 73% | 43% | - | 43% | - | - | - | * | - | * | - | 75% | | 52% | | |
| At Masters Grade Level | 2021 | 20% | 12% | 10% | 0% | - | 0% | - | - | - | - | - | - | - | 11% | 12% | 5% | * | |
| | 2019 | 25% | 19% | 42% | 22% | - | 22% | - | - | - | * | - | * | - | 25% | | 23% | | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 94% | 89% | 94% | 90% | * | 100% | - | 100% | 97% | 92% | 94% | 93% | 94% | 98% |
| Included in Accountability | 83% | 88% | 89% | 71% | 90% | 85% | * | 96% | - | 83% | 91% | 92% | 92% | 76% | 89% | 91% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 18% | 3% | 5% | * | 4% | - | 17% | 6% | 0% | 1% | 17% | 5% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 1% |
| Not Tested | 12% | 6% | 6% | 11% | 6% | 10% | * | 0% | - | 0% | 3% | 8% | 6% | 7% | 6% | 2% |
| Absent | 2% | 2% | 3% | 3% | 3% | 6% | * | 0% | - | 0% | 2% | 8% | 3% | 1% | 3% | 0% |
| Other | 10% | 4% | 4% | 8% | 4% | 4% | * | 0% | - | 0% | 1% | 0% | 3% | 6% | 3% | 2% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 99% | 100% | 100% | - | 100% | 99% | 100% | 100% | 99% | 100% | 100% |
| Included in Accountability | 94% | 94% | 96% | 78% | 97% | 93% | 100% | 95% | - | 100% | 95% | 100% | 99% | 82% | 96% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 23% | 3% | 5% | 0% | 5% | - | 0% | 4% | 0% | 1% | 16% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 1% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 1% | 0% | 0% | - | 0% | 1% | 0% | 0% | 1% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | 97.3% | 99.0% | 98.7% | | * 99.7% | - | * | 99.1% | 98.8% | 99.1% |
| 2018-19 | 95.4% | 94.4% | 96.0% | 95.8% | 96.1% | 95.4% | | * 98.6% | * | 94.1% | 96.0% | 95.7% | 95.8% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.6% | 15.0% | 4.6% | 10.6% | | * 0.0% | - | 0.0% | 2.6% | 6.8% | 3.6% |
| 2018-19 | 11.4% | 15.3% | 8.8% | 13.3% | 7.7% | 14.7% | | * 0.0% | * | 20.0% | 7.4% | 10.4% | 9.4% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 627 | 100.0% | 50,547 | 5,359,040 | 627 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 295 | 47.0% | 7.0% | 7.4% | 295 | 47.0% | 7.0% | 7.4% |
| Grade 6 | 332 | 53.0% | 7.8% | 7.7% | 332 | 53.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 18 | 2.9% | 7.7% | 12.7% | 18 | 2.9% | 7.7% | 12.7% |
| Hispanic | 496 | 79.1% | 83.2% | 52.9% | 496 | 79.1% | 83.2% | 52.9% |
| White | 79 | 12.6% | 5.3% | 26.5% | 79 | 12.6% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 28 | 4.5% | 3.0% | 4.7% | 28 | 4.5% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.8% | 0.7% | 2.7% | 5 | 0.8% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 313 | 49.9% | 48.5% | 48.9% | 313 | 49.9% | 48.5% | 48.9% |
| Male | 314 | 50.1% | 51.5% | 51.1% | 314 | 50.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 439 | 70.0% | 83.8% | 60.3% | 439 | 70.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 188 | 30.0% | 16.2% | 39.7% | 188 | 30.0% | 16.3% | 39.8% |
| Section 504 Students | 54 | 8.6% | 5.8% | 7.2% | 54 | 8.6% | 5.7% | 7.2% |
| EB Students/EL | 156 | 24.9% | 30.0% | 20.7% | 156 | 24.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 2 | 0.3% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 50 | 8.0% | 4.6% | 4.5% | 50 | 8.0% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.8% | 0.8% | 1.1% | 5 | 0.8% | 0.8% | 1.1% |
| Immigrant | 6 | 1.0% | 2.8% | 2.0% | 6 | 1.0% | 2.8% | 2.0% |
| Migrant | 3 | 0.5% | 0.2% | 0.3% | 3 | 0.5% | 0.2% | 0.3% |
| Title I | 627 | 100.0% | 68.6% | 64.5% | 627 | 100.0% | 68.5% | 64.5% |
| Military Connected | 6 | 1.0% | 0.4% | 2.7% | 6 | 1.0% | 0.4% | 2.7% |
| At-Risk | 324 | 51.7% | 58.7% | 49.2% | 324 | 51.7% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 121 | 19.3% | 28.1% | 21.0% | 121 | 19.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 55 | 8.8% | 5.6% | 8.3% | 55 | 8.8% | 5.6% | 8.3% |
| Special Education | 72 | 11.5% | 11.9% | 11.1% | 72 | 11.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 72 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 42 | 58.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 16 | 22.2% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 58 | 8.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 6 | 0.8% | 2.2% | 2.8% | | | | |
| Hispanic | 41 | 5.7% | 10.6% | 7.1% | | | | |
| White | 9 | 1.3% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 2 | 2.6% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 16 | 11.7% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 46 | 9.3% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 36 | 10.7% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.3% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 2.8% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 18.2 | 17.0 | 19.8 |
| Grade 6 | 21.1 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 66.5 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 56.8 | 85.5% | 58.7% | 64.3% |
| Teachers | 46.1 | 69.4% | 45.1% | 49.6% |
| Professional Support | 7.7 | 11.6% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 4.5% | 2.3% | 3.0% |
| Educational Aides: | 9.6 | 14.5% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 29.8 | 44.8% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 1.0 | 2.2% | 9.9% | 11.1% |
| Hispanic | 15.1 | 32.7% | 38.0% | 28.4% |
| White | 29.1 | 63.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 2.2% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 8.0 | 17.3% | 24.8% | 23.8% |
| Females | 38.1 | 82.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 34.1 | 73.8% | 75.9% | 73.0% |
| Masters | 12.1 | 26.2% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.8 | 3.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 14.0 | 30.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.0 | 30.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 9.3 | 20.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 13.0% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 2.2% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.6 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 14.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 14.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 11.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 8.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 10.2 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,418 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,413 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$60,751 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,639 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$77,612 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,717 | \$60,082 | \$57,641 |
| Professional Support | \$68,127 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$97,138 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.1 | 2.3% | 1.4% | 1.8% |
| Regular Education | 35.1 | 76.1% | 63.3% | 71.0% |
| Special Education | 9.6 | 20.8% | 14.6% | 9.4% |
| Other | 0.4 | 0.8% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
CARTER LOMAX MIDDLE (101917139) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MELILLO MIDDLE

Campus Number: 101917140

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 71% | 64% | 69% | 90% | - | 93% | - | * | 22% | 60% | 72% | 63% | 66% | 65% |
| | 2019 | 86% | 84% | 90% | 83% | 90% | 93% | * | 93% | - | 100% | 47% | * | 91% | 89% | 89% | 90% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 33% | 24% | 29% | 50% | - | 79% | - | * | 8% | 40% | 34% | 26% | 26% | 28% |
| | 2019 | 54% | 47% | 67% | 44% | 64% | 83% | * | 84% | - | 86% | 21% | * | 70% | 58% | 59% | 64% |
| At Masters Grade Level | 2021 | 30% | 17% | 17% | 14% | 13% | 40% | - | 57% | - | * | 6% | 40% | 18% | 13% | 12% | 13% |
| | 2019 | 29% | 21% | 34% | 28% | 30% | 45% | * | 44% | - | 71% | 7% | * | 35% | 30% | 28% | 30% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 54% | 45% | 52% | 60% | - | 93% | - | * | 17% | 60% | 54% | 54% | 51% | 48% |
| | 2019 | 90% | 87% | 93% | 86% | 93% | 97% | * | 98% | - | 100% | 60% | * | 93% | 94% | 91% | 90% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 27% | 14% | 24% | 50% | - | 71% | - | * | 6% | 40% | 27% | 26% | 23% | 26% |
| | 2019 | 58% | 48% | 64% | 53% | 61% | 72% | * | 86% | - | 86% | 28% | * | 68% | 56% | 61% | 67% |
| At Masters Grade Level | 2021 | 25% | 10% | 7% | 5% | 5% | 20% | - | 36% | - | * | 3% | 0% | 6% | 13% | 5% | 9% |
| | 2019 | 36% | 25% | 36% | 14% | 32% | 52% | * | 58% | - | 57% | 5% | * | 38% | 29% | 34% | 40% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 52% | 40% | 48% | 80% | - | 93% | - | * | 19% | 40% | 50% | 59% | 45% | 42% |
| | 2019 | 75% | 73% | 82% | 67% | 82% | 90% | * | 91% | - | 100% | 33% | * | 83% | 80% | 79% | 81% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 12% | 10% | 8% | 20% | - | 50% | - | * | 6% | 20% | 12% | 16% | 7% | 7% |
| | 2019 | 49% | 44% | 55% | 36% | 52% | 76% | * | 72% | - | 86% | 21% | * | 58% | 48% | 50% | 56% |
| At Masters Grade Level | 2021 | 13% | 4% | 4% | 2% | 2% | 0% | - | 29% | - | * | 3% | 0% | 4% | 5% | 2% | 4% |
| | 2019 | 24% | 19% | 23% | 3% | 18% | 45% | * | 40% | - | 57% | 7% | * | 25% | 16% | 21% | 25% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 68% | 65% | 67% | 60% | - | 96% | - | 60% | 14% | 50% | 70% | 60% | 65% | 36% |
| | 2019 | 68% | 66% | 76% | 72% | 75% | 81% | - | 87% | * | 78% | 34% | 75% | 77% | 73% | 74% | 73% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 33% | 35% | 29% | 30% | - | 70% | - | 0% | 11% | 38% | 35% | 25% | 27% | 5% |
| | 2019 | 37% | 31% | 38% | 32% | 33% | 50% | - | 68% | * | 44% | 2% | 25% | 42% | 29% | 34% | 35% |
| At Masters Grade Level | 2021 | 15% | 9% | 14% | 14% | 10% | 20% | - | 43% | - | 0% | 6% | 13% | 14% | 11% | 9% | 0% |
| | 2019 | 18% | 12% | 17% | 21% | 15% | 19% | - | 26% | * | 0% | 0% | 13% | 18% | 15% | 12% | 17% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 69% | 69% | 68% | 63% | - | 94% | - | 60% | 43% | 86% | 69% | 73% | 63% | 73% |
| | 2019 | 81% | 73% | 82% | 70% | 83% | 83% | - | 100% | - | 100% | 51% | 100% | 82% | 83% | 81% | 81% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 32% | 37% | 29% | 19% | - | 63% | - | 40% | 20% | 43% | 31% | 37% | 26% | 18% |
| | 2019 | 47% | 26% | 43% | 28% | 42% | 50% | - | 82% | - | 50% | 15% | 57% | 41% | 48% | 42% | 47% |
| At Masters Grade Level | 2021 | 15% | 3% | 10% | 6% | 7% | 6% | - | 44% | - | 20% | 0% | 0% | 10% | 10% | 8% | 0% |
| | 2019 | 21% | 6% | 14% | 6% | 11% | 22% | - | 65% | - | 25% | 4% | 0% | 13% | 18% | 13% | 18% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 93% | 88% | 95% | * | - | 100% | - | - | * | * | 92% | * | 89% | - |
| | 2019 | 75% | 76% | 100% | 100% | 100% | 100% | - | 100% | * | * | - | * | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 56% | 38% | 50% | * | - | 86% | - | - | * | * | 59% | * | 46% | - |
| | 2019 | 43% | 38% | 86% | 83% | 82% | 75% | - | 95% | * | * | - | * | 84% | 100% | 80% | 88% |
| At Masters Grade Level | 2021 | 12% | 5% | 24% | 13% | 9% | * | - | 71% | - | - | * | * | 27% | * | 18% | - |
| | 2019 | 17% | 9% | 38% | 50% | 28% | 50% | - | 48% | * | * | - | * | 36% | 56% | 30% | 38% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 64% | 58% | 62% | 69% | - | 94% | - | 82% | 23% | 61% | 64% | 63% | 59% | 52% |
| | 2019 | 78% | 76% | 85% | 76% | 85% | 90% | 83% | 94% | * | 95% | 45% | 91% | 86% | 84% | 83% | 84% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 28% | 24% | 25% | 34% | - | 68% | - | 41% | 11% | 35% | 29% | 27% | 23% | 18% |
| | 2019 | 50% | 45% | 55% | 39% | 51% | 68% | 17% | 80% | * | 69% | 17% | 59% | 57% | 49% | 50% | 56% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 8% | 8% | 19% | - | 44% | - | 9% | 3% | 10% | 11% | 10% | 8% | 7% |
| | 2019 | 24% | 18% | 25% | 15% | 21% | 39% | 0% | 45% | * | 41% | 4% | 18% | 26% | 22% | 21% | 27% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 69% | 65% | 68% | 70% | - | 95% | - | 78% | 18% | 54% | 71% | 61% | 66% | 56% |
| | 2019 | 75% | 72% | 83% | 76% | 82% | 87% | * | 90% | * | 88% | 40% | 80% | 84% | 81% | 81% | 81% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | 29% | 29% | 37% | - | 73% | - | 22% | 10% | 38% | 34% | 26% | 26% | 21% |
| | 2019 | 48% | 42% | 52% | 37% | 48% | 67% | * | 77% | * | 63% | 11% | 40% | 55% | 43% | 45% | 50% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 14% | 11% | 27% | - | 49% | - | 11% | 6% | 23% | 16% | 12% | 11% | 9% |
| | 2019 | 21% | 15% | 25% | 24% | 22% | 33% | * | 36% | * | 31% | 3% | 20% | 26% | 23% | 19% | 24% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 64% | 59% | 62% | 63% | - | 95% | - | 78% | 31% | 77% | 64% | 66% | 59% | 56% |
| | 2019 | 82% | 82% | 89% | 79% | 89% | 93% | * | 99% | * | 100% | 56% | 100% | 89% | 90% | 87% | 88% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | 26% | 28% | 37% | - | 70% | - | 56% | 14% | 38% | 32% | 32% | 26% | 24% |
| | 2019 | 52% | 47% | 58% | 42% | 54% | 65% | * | 88% | * | 69% | 21% | 70% | 59% | 54% | 54% | 62% |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | 6% | 6% | 17% | - | 46% | - | 11% | 1% | 0% | 10% | 11% | 8% | 6% |
| | 2019 | 26% | 21% | 27% | 12% | 22% | 42% | * | 57% | * | 44% | 4% | 10% | 28% | 25% | 24% | 32% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 52% | 40% | 48% | 80% | - | 93% | - | * | 19% | 40% | 50% | 59% | 45% | 42% |
| | 2019 | 81% | 80% | 82% | 67% | 82% | 90% | * | 91% | - | 100% | 33% | * | 83% | 80% | 79% | 81% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 12% | 10% | 8% | 20% | - | 50% | - | * | 6% | 20% | 12% | 16% | 7% | 7% |
| | 2019 | 54% | 50% | 55% | 36% | 52% | 76% | * | 72% | - | 86% | 21% | * | 58% | 48% | 50% | 56% |
| At Masters Grade Level | 2021 | 20% | 12% | 4% | 2% | 2% | 0% | - | 29% | - | * | 3% | 0% | 4% | 5% | 2% | 4% |
| | 2019 | 25% | 19% | 23% | 3% | 18% | 45% | * | 40% | - | 57% | 7% | * | 25% | 16% | 21% | 25% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 83 | 75 | 81 | 79 | * | 94 | - | 100 | 71 | * | 83 | 81 | 80 | 86 |
| | 2018 | 80 | 76 | 78 | 84 | 78 | 70 | - | 82 | * | 50 | 85 | 75 | 77 | 83 | 77 | 85 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 79 | 72 | 80 | 80 | * | 84 | - | 80 | 73 | * | 80 | 79 | 81 | 83 |
| | 2018 | 81 | 74 | 73 | 68 | 74 | 78 | - | 76 | * | 63 | 74 | 42 | 75 | 69 | 74 | 78 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 42 | 48 | 39 | 40 | - | 50 | * | 50 | 29 | 31 | 43 | 40 | 40 | 41 |
| | 2018 | 47 | 48 | 45 | 39 | 43 | 36 | - | 66 | * | 20 | 42 | 17 | 45 | 44 | 40 | 45 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 57 | 52 | 56 | 58 | - | 81 | - | 71 | 49 | 71 | 55 | 64 | 57 | 55 |
| | 2018 | 56 | 56 | 56 | 61 | 54 | 56 | - | 55 | * | * | 55 | 83 | 53 | 62 | 56 | 59 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 47 | 58 | 40 | 63 | - | 52 | * | * | - | * | 46 | 56 | 39 | 48 |
| | 2018 | 67 | 65 | 59 | 64 | 53 | 50 | - | 70 | - | * | * | - | 58 | 80 | 56 | 56 |
| All Grades Both Subjects | 2019 | 69 | 69 | 64 | 60 | 62 | 66 | * | 74 | * | 73 | 55 | 58 | 63 | 65 | 62 | 66 |
| | 2018 | 69 | 68 | 63 | 63 | 63 | 60 | - | 71 | * | 48 | 67 | 54 | 62 | 66 | 62 | 66 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 61 | 59 | 59 | 61 | * | 74 | * | 69 | 49 | 45 | 62 | 60 | 58 | 63 |
| | 2018 | 69 | 68 | 62 | 61 | 61 | 54 | - | 73 | * | 38 | 68 | 46 | 60 | 66 | 59 | 64 |
| All Grades Mathematics | 2019 | 70 | 70 | 67 | 61 | 65 | 71 | * | 75 | * | 77 | 61 | 70 | 65 | 71 | 66 | 68 |
| | 2018 | 70 | 69 | 65 | 65 | 64 | 66 | - | 69 | * | 58 | 66 | 63 | 64 | 67 | 65 | 68 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---------------------------------------------------------|----------------|-------|----------|--------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 64% | - | - | - | - | - | - | - | - | - | - | 52% | 66% | 52% | - |
| | 2019 | 78% | 76% | 85% | 64% | - | 64% | - | - | - | 80% | - | 80% | - | 66% | - | 67% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 28% | - | - | - | - | - | - | - | - | - | - | 18% | 30% | 18% | - |
| | 2019 | 50% | 45% | 55% | 13% | - | 13% | - | - | - | 64% | - | 64% | - | 33% | - | 31% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | - | - | - | - | - | - | - | - | - | - | 7% | 12% | 7% | - |
| | 2019 | 24% | 18% | 25% | 0% | - | 0% | - | - | - | 32% | - | 32% | - | 10% | - | 10% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 69% | - | - | - | - | - | - | - | - | - | - | 56% | 71% | 56% | - |
| | 2019 | 75% | 72% | 83% | 65% | - | 65% | - | - | - | 78% | - | 78% | - | 58% | - | 63% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 33% | - | - | - | - | - | - | - | - | - | - | 21% | 35% | 21% | - |
| | 2019 | 48% | 42% | 52% | 13% | - | 13% | - | - | - | 56% | - | 56% | - | 24% | - | 25% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | - | - | - | - | - | - | - | - | - | - | 9% | 16% | 9% | - |
| | 2019 | 21% | 15% | 25% | 0% | - | 0% | - | - | - | 11% | - | 11% | - | 15% | - | 9% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 64% | - | - | - | - | - | - | - | - | - | - | 56% | 66% | 56% | - |
| | 2019 | 82% | 82% | 89% | 78% | - | 78% | - | - | - | 89% | - | 89% | - | 73% | - | 77% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 32% | - | - | - | - | - | - | - | - | - | - | 24% | 33% | 24% | - |
| | 2019 | 52% | 47% | 58% | 22% | - | 22% | - | - | - | 78% | - | 78% | - | 45% | - | 42% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 10% | - | - | - | - | - | - | - | - | - | - | 6% | 10% | 6% | - |
| | 2019 | 26% | 21% | 27% | 0% | - | 0% | - | - | - | 67% | - | 67% | - | 9% | - | 14% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 52% | - | - | - | - | - | - | - | - | - | - | 42% | 54% | 42% | - |
| | 2019 | 81% | 80% | 82% | 40% | - | 40% | - | - | - | 71% | - | 71% | - | 67% | - | 58% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 12% | - | - | - | - | - | - | - | - | - | - | 7% | 14% | 7% | - |
| | 2019 | 54% | 50% | 55% | 0% | - | 0% | - | - | - | 57% | - | 57% | - | 29% | - | 23% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 4% | - | - | - | - | - | - | - | - | - | - | 4% | 4% | 4% | - |
| | 2019 | 25% | 19% | 23% | 0% | - | 0% | - | - | - | 14% | - | 14% | - | 5% | - | 5% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 88% | 86% | 88% | 90% | - | 95% | - | 92% | 84% | 100% | 88% | 89% | 88% | 94% |
| Included in Accountability | 83% | 88% | 82% | 82% | 82% | 77% | - | 93% | - | 85% | 78% | 100% | 86% | 67% | 82% | 72% |
| Not Included in Accountability: Mobile | 3% | 3% | 4% | 4% | 3% | 13% | - | 0% | - | 8% | 3% | 0% | 1% | 12% | 3% | 9% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 3% | 0% | - | 2% | - | 0% | 3% | 0% | 0% | 9% | 3% | 14% |
| Not Tested | 12% | 6% | 12% | 14% | 12% | 10% | - | 5% | - | 8% | 16% | 0% | 12% | 11% | 12% | 6% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 12% | 14% | 12% | 10% | - | 5% | - | 8% | 16% | 0% | 12% | 11% | 12% | 6% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | 100% | 100% | * | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 91% | 95% | 95% | 100% | 100% | * | 100% | 95% | 92% | 99% | 88% | 96% | 95% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 7% | 4% | 5% | 0% | 0% | * | 0% | 5% | 8% | 1% | 10% | 4% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | 1% | 1% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 2% | 0% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.3% | 99.1% | 99.3% | 99.0% | | * 99.9% | | * 98.7% | 99.2% | 99.3% | 99.4% |
| 2018-19 | 95.4% | 94.4% | 96.6% | 96.3% | 96.5% | 95.4% | | - 98.7% | | * 96.3% | 95.5% | 96.5% | 96.4% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 2.4% | 3.6% | 1.7% | 7.0% | | * 0.0% | | * 10.0% | 1.1% | 2.7% | 0.0% |
| 2018-19 | 11.4% | 15.3% | 6.5% | 7.6% | 5.9% | 17.9% | | - 0.0% | | * 5.0% | 11.7% | 7.2% | 6.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 630 | 100.0% | 50,547 | 5,359,040 | 630 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 302 | 47.9% | 7.0% | 7.4% | 302 | 47.9% | 7.0% | 7.4% |
| Grade 6 | 328 | 52.1% | 7.8% | 7.7% | 328 | 52.1% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 106 | 16.8% | 7.7% | 12.7% | 106 | 16.8% | 7.7% | 12.7% |
| Hispanic | 437 | 69.4% | 83.2% | 52.9% | 437 | 69.4% | 83.2% | 52.9% |
| White | 37 | 5.9% | 5.3% | 26.5% | 37 | 5.9% | 5.3% | 26.5% |
| American Indian | 1 | 0.2% | 0.1% | 0.3% | 1 | 0.2% | 0.1% | 0.3% |
| Asian | 42 | 6.7% | 3.0% | 4.7% | 42 | 6.7% | 3.0% | 4.7% |
| Pacific Islander | 1 | 0.2% | 0.1% | 0.2% | 1 | 0.2% | 0.1% | 0.2% |
| Two or More Races | 6 | 1.0% | 0.7% | 2.7% | 6 | 1.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 317 | 50.3% | 48.5% | 48.9% | 317 | 50.3% | 48.5% | 48.9% |
| Male | 313 | 49.7% | 51.5% | 51.1% | 313 | 49.7% | 51.5% | 51.1% |
| Economically Disadvantaged | 435 | 69.0% | 83.8% | 60.3% | 435 | 69.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 195 | 31.0% | 16.2% | 39.7% | 195 | 31.0% | 16.3% | 39.8% |
| Section 504 Students | 68 | 10.8% | 5.8% | 7.2% | 68 | 10.8% | 5.7% | 7.2% |
| EB Students/EL | 91 | 14.4% | 30.0% | 20.7% | 91 | 14.4% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 1 | 0.1% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 50 | 7.9% | 4.6% | 4.5% | 50 | 7.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 2 | 0.3% | 0.8% | 1.1% | 2 | 0.3% | 0.8% | 1.1% |
| Immigrant | 4 | 0.6% | 2.8% | 2.0% | 4 | 0.6% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 630 | 100.0% | 68.6% | 64.5% | 630 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.3% | 0.4% | 2.7% | 2 | 0.3% | 0.4% | 2.7% |
| At-Risk | 278 | 44.1% | 58.7% | 49.2% | 278 | 44.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 69 | 11.0% | 28.1% | 21.0% | 69 | 11.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 61 | 9.7% | 5.6% | 8.3% | 61 | 9.7% | 5.6% | 8.3% |
| Special Education | 89 | 14.1% | 11.9% | 11.1% | 89 | 14.1% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 89 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 41 | 46.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 11 | 12.4% | 18.2% | 21.3% | | | | |
| Students with Autism | 26 | 29.2% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 11 | 12.4% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 55 | 7.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 22 | 3.1% | 2.2% | 2.8% | | | | |
| Hispanic | 26 | 3.7% | 10.6% | 7.1% | | | | |
| White | 5 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 6.6% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 7 | 8.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 43 | 9.3% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 31 | 9.5% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 17.1 | 17.0 | 19.8 |
| Grade 6 | 18.2 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 77.7 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 64.2 | 82.6% | 58.7% | 64.3% |
| Teachers | 52.9 | 68.0% | 45.1% | 49.6% |
| Professional Support | 8.3 | 10.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.9% | 2.3% | 3.0% |
| Educational Aides: | 13.5 | 17.4% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 39.4 | 50.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.0 | 13.2% | 9.9% | 11.1% |
| Hispanic | 18.0 | 34.0% | 38.0% | 28.4% |
| White | 27.9 | 52.7% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 6.0 | 11.3% | 24.8% | 23.8% |
| Females | 46.9 | 88.7% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 37.9 | 71.6% | 75.9% | 73.0% |
| Masters | 15.0 | 28.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 1.0 | 1.9% | 5.3% | 6.7% |
| 1-5 Years Experience | 18.9 | 35.7% | 30.1% | 27.8% |
| 6-10 Years Experience | 16.0 | 30.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 9.1 | 17.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.9 | 13.1% | 9.8% | 13.0% |
| Over 30 Years Experience | 1.0 | 1.9% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 11.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 13.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 7.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 7.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,130 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,487 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,057 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$64,208 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$64,211 | \$63,893 | \$64,637 |
| Over 30 Years Experience | \$72,496 | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,557 | \$60,082 | \$57,641 |
| Professional Support | \$66,328 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$96,191 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.0 | 1.9% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 4.4 | 8.3% | 1.4% | 1.8% |
| Regular Education | 39.4 | 74.6% | 63.3% | 71.0% |
| Special Education | 8.1 | 15.2% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MELILLO MIDDLE (101917140) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: EARNESTEEN MILSTEAD MIDDLE

Campus Number: 101917141

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 55% | 44% | 55% | 40% | * | * | - | * | 34% | * | 56% | 50% | 54% | 50% |
| | 2019 | 86% | 84% | 86% | 83% | 86% | 91% | * | * | - | * | 83% | * | 87% | 84% | 86% | 85% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 27% | 17% | 27% | 20% | * | * | - | * | 23% | * | 29% | 16% | 25% | 19% |
| | 2019 | 54% | 47% | 49% | 53% | 48% | 55% | * | * | - | * | 40% | * | 51% | 41% | 46% | 41% |
| At Masters Grade Level | 2021 | 30% | 17% | 14% | 0% | 15% | 20% | * | * | - | * | 0% | * | 15% | 6% | 12% | 8% |
| | 2019 | 29% | 21% | 20% | 30% | 18% | 36% | * | * | - | * | 5% | * | 22% | 12% | 17% | 15% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 51% | 33% | 51% | 60% | * | * | - | * | 31% | * | 52% | 44% | 49% | 46% |
| | 2019 | 90% | 87% | 86% | 87% | 86% | 100% | * | * | - | * | 75% | * | 87% | 81% | 86% | 84% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 24% | 11% | 25% | 20% | * | * | - | * | 20% | * | 26% | 16% | 22% | 20% |
| | 2019 | 58% | 48% | 49% | 40% | 50% | 73% | * | * | - | * | 58% | * | 52% | 40% | 48% | 45% |
| At Masters Grade Level | 2021 | 25% | 10% | 10% | 6% | 10% | 20% | * | * | - | * | 6% | * | 11% | 4% | 9% | 7% |
| | 2019 | 36% | 25% | 26% | 27% | 24% | 55% | * | * | - | * | 15% | * | 27% | 19% | 24% | 22% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 39% | 22% | 39% | 60% | * | * | - | * | 26% | * | 40% | 33% | 37% | 37% |
| | 2019 | 75% | 73% | 71% | 73% | 71% | 91% | * | * | - | * | 63% | * | 73% | 65% | 69% | 64% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 13% | 11% | 13% | 0% | * | * | - | * | 20% | * | 15% | 4% | 11% | 9% |
| | 2019 | 49% | 44% | 41% | 40% | 40% | 73% | * | * | - | * | 45% | * | 43% | 33% | 38% | 34% |
| At Masters Grade Level | 2021 | 13% | 4% | 4% | 6% | 4% | 0% | * | * | - | * | 9% | * | 5% | 0% | 3% | 1% |
| | 2019 | 24% | 19% | 14% | 17% | 13% | 36% | * | * | - | * | 8% | * | 15% | 13% | 12% | 12% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 45% | 38% | 45% | 43% | - | - | - | * | 35% | * | 49% | 31% | 44% | 35% |
| | 2019 | 68% | 66% | 63% | 57% | 63% | 71% | - | * | - | * | 46% | 60% | 65% | 57% | 61% | 60% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 19% | 38% | 18% | 14% | - | - | - | * | 26% | * | 21% | 9% | 17% | 10% |
| | 2019 | 37% | 31% | 29% | 35% | 27% | 41% | - | * | - | * | 23% | 20% | 32% | 18% | 27% | 26% |
| At Masters Grade Level | 2021 | 15% | 9% | 7% | 25% | 6% | 0% | - | - | - | * | 19% | * | 8% | 5% | 6% | 2% |
| | 2019 | 18% | 12% | 11% | 13% | 10% | 24% | - | * | - | * | 4% | 0% | 13% | 2% | 10% | 11% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 58% | 60% | 58% | 40% | - | - | - | - | 47% | * | 60% | 53% | 58% | 59% |
| | 2019 | 81% | 73% | 74% | 50% | 76% | 73% | - | * | - | * | 65% | 100% | 77% | 65% | 74% | 77% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 18% | 27% | 18% | 0% | - | - | - | - | 20% | * | 19% | 15% | 17% | 14% |
| | 2019 | 47% | 26% | 33% | 11% | 33% | 45% | - | * | - | * | 37% | 20% | 36% | 24% | 32% | 38% |
| At Masters Grade Level | 2021 | 15% | 3% | 4% | 13% | 4% | 0% | - | - | - | - | 17% | * | 4% | 3% | 4% | 1% |
| | 2019 | 21% | 6% | 7% | 6% | 7% | 0% | - | * | - | * | 6% | 0% | 8% | 4% | 7% | 8% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 78% | * | 78% | * | - | - | - | * | * | * | 77% | * | 76% | 76% |
| | 2019 | 75% | 76% | 99% | 100% | 99% | 100% | - | * | - | - | * | - | 100% | 92% | 99% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 48% | * | 47% | * | - | - | - | * | * | * | 48% | * | 51% | 48% |
| | 2019 | 43% | 38% | 72% | 100% | 72% | 50% | - | * | - | - | * | - | 73% | 69% | 76% | 71% |
| At Masters Grade Level | 2021 | 12% | 5% | 11% | * | 12% | * | - | - | - | * | * | * | 12% | * | 14% | 8% |
| | 2019 | 17% | 9% | 26% | 0% | 27% | 17% | - | * | - | - | * | - | 27% | 15% | 28% | 26% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 40% | 51% | 48% | * | 67% | - | 88% | 35% | 57% | 52% | 43% | 49% | 46% |
| | 2019 | 78% | 76% | 77% | 74% | 77% | 85% | * | 57% | - | 100% | 65% | 77% | 79% | 71% | 76% | 75% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 21% | 21% | 10% | * | 25% | - | 50% | 23% | 14% | 23% | 12% | 20% | 16% |
| | 2019 | 50% | 45% | 42% | 40% | 42% | 55% | * | 57% | - | 38% | 40% | 27% | 45% | 33% | 40% | 38% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 9% | 8% | 7% | * | 17% | - | 13% | 10% | 0% | 9% | 4% | 7% | 4% |
| | 2019 | 24% | 18% | 17% | 19% | 16% | 28% | * | 29% | - | 38% | 7% | 14% | 18% | 10% | 15% | 15% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 41% | 50% | 42% | * | * | - | * | 35% | 50% | 52% | 39% | 49% | 42% |
| | 2019 | 75% | 72% | 75% | 72% | 75% | 79% | * | * | - | * | 62% | 67% | 76% | 70% | 73% | 72% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 26% | 22% | 17% | * | * | - | * | 24% | 17% | 25% | 12% | 21% | 14% |
| | 2019 | 48% | 42% | 39% | 45% | 38% | 46% | * | * | - | * | 30% | 22% | 41% | 30% | 36% | 33% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 12% | 10% | 8% | * | * | - | * | 9% | 0% | 11% | 5% | 9% | 5% |
| | 2019 | 21% | 15% | 15% | 23% | 14% | 29% | * | * | - | * | 4% | 0% | 18% | 7% | 13% | 13% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 57% | 47% | 57% | 50% | * | * | - | * | 40% | 83% | 58% | 50% | 56% | 54% |
| | 2019 | 82% | 82% | 83% | 75% | 84% | 89% | * | * | - | * | 70% | 100% | 85% | 75% | 83% | 84% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 21% | 24% | 8% | * | * | - | * | 22% | 17% | 26% | 16% | 22% | 20% |
| | 2019 | 52% | 47% | 46% | 36% | 47% | 57% | * | * | - | * | 47% | 33% | 49% | 35% | 45% | 46% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 9% | 8% | 8% | * | * | - | * | 10% | 0% | 9% | 3% | 7% | 5% |
| | 2019 | 26% | 21% | 19% | 17% | 18% | 25% | * | * | - | * | 10% | 22% | 20% | 12% | 18% | 17% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 39% | 22% | 39% | 60% | * | * | - | * | 26% | * | 40% | 33% | 37% | 37% |
| | 2019 | 81% | 80% | 71% | 73% | 71% | 91% | * | * | - | * | 63% | * | 73% | 65% | 69% | 64% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 13% | 11% | 13% | 0% | * | * | - | * | 20% | * | 15% | 4% | 11% | 9% |
| | 2019 | 54% | 50% | 41% | 40% | 40% | 73% | * | * | - | * | 45% | * | 43% | 33% | 38% | 34% |
| At Masters Grade Level | 2021 | 20% | 12% | 4% | 6% | 4% | 0% | * | * | - | * | 9% | * | 5% | 0% | 3% | 1% |
| | 2019 | 25% | 19% | 14% | 17% | 13% | 36% | * | * | - | * | 8% | * | 15% | 13% | 12% | 12% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 80 | 67 | 81 | 82 | * | * | - | * | 81 | * | 80 | 78 | 80 | 80 |
| | 2018 | 80 | 76 | 74 | 53 | 75 | 79 | - | * | - | - | 82 | 94 | 75 | 71 | 74 | 78 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 77 | 78 | 77 | 91 | * | * | - | * | 90 | * | 78 | 77 | 77 | 71 |
| | 2018 | 81 | 74 | 84 | 89 | 84 | 83 | - | * | - | - | 88 | 100 | 82 | 92 | 84 | 80 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 45 | 55 | 43 | 50 | - | * | - | * | 53 | 50 | 45 | 46 | 44 | 41 |
| | 2018 | 47 | 48 | 56 | 31 | 58 | 68 | - | * | - | * | 37 | * | 59 | 44 | 54 | 51 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 55 | 34 | 56 | 59 | - | * | - | * | 56 | 40 | 56 | 55 | 55 | 60 |
| | 2018 | 56 | 56 | 65 | 46 | 68 | 70 | - | * | - | * | 62 | * | 67 | 60 | 66 | 72 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 44 | 30 | 46 | 25 | - | * | - | - | * | - | 45 | 38 | 47 | 48 |
| | 2018 | 67 | 65 | 56 | * | 53 | 67 | - | - | - | * | * | - | 57 | 46 | 54 | 66 |
| All Grades Both Subjects | 2019 | 69 | 69 | 63 | 61 | 63 | 63 | * | 67 | - | 75 | 68 | 50 | 63 | 63 | 63 | 61 |
| | 2018 | 69 | 68 | 69 | 53 | 70 | 76 | - | 67 | - | * | 66 | 94 | 70 | 65 | 69 | 71 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 62 | 62 | 61 | 63 | * | * | - | * | 66 | 56 | 62 | 62 | 61 | 57 |
| | 2018 | 69 | 68 | 65 | 40 | 66 | 75 | - | * | - | * | 58 | 88 | 67 | 57 | 64 | 65 |
| All Grades Mathematics | 2019 | 70 | 70 | 65 | 60 | 65 | 64 | * | * | - | * | 71 | 44 | 65 | 64 | 65 | 64 |
| | 2018 | 70 | 69 | 74 | 66 | 74 | 78 | - | * | - | * | 74 | 100 | 74 | 74 | 74 | 76 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 64% | - | 35% | 77% | - | - | 43% | - | 43% | - | 40% | 56% | 46% | - |
| | 2019 | 78% | 76% | 77% | 65% | - | 59% | 88% | - | - | * | - | * | - | 47% | | 63% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 21% | 29% | - | 6% | 39% | - | - | 14% | - | 14% | - | 11% | 28% | 16% | - |
| | 2019 | 50% | 45% | 42% | 27% | - | 21% | 50% | - | - | * | - | * | - | 15% | | 26% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 9% | - | 3% | 12% | - | - | 14% | - | 14% | - | 2% | 12% | 4% | - |
| | 2019 | 24% | 18% | 17% | 7% | - | 4% | 18% | - | - | * | - | * | - | 6% | | 7% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 50% | 52% | - | 13% | 75% | - | - | * | - | * | - | 39% | 58% | 42% | - |
| | 2019 | 75% | 72% | 75% | 60% | - | 54% | 85% | - | - | * | - | * | - | 41% | | 58% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 23% | 29% | - | 3% | 44% | - | - | * | - | * | - | 9% | 32% | 14% | - |
| | 2019 | 48% | 42% | 39% | 20% | - | 16% | 35% | - | - | * | - | * | - | 3% | | 18% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 9% | - | 3% | 13% | - | - | * | - | * | - | 4% | 15% | 5% | - |
| | 2019 | 21% | 15% | 15% | 5% | - | 3% | 15% | - | - | * | - | * | - | 3% | | 5% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 57% | 75% | - | 59% | 84% | - | - | * | - | * | - | 46% | 60% | 54% | - |
| | 2019 | 82% | 82% | 83% | 76% | - | 71% | 96% | - | - | * | - | * | - | 59% | | 74% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 29% | - | 9% | 40% | - | - | * | - | * | - | 16% | 28% | 20% | - |
| | 2019 | 52% | 47% | 46% | 35% | - | 29% | 60% | - | - | * | - | * | - | 24% | | 34% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 10% | - | 3% | 15% | - | - | * | - | * | - | 2% | 11% | 5% | - |
| | 2019 | 26% | 21% | 19% | 9% | - | 6% | 19% | - | - | * | - | * | - | 10% | | 9% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 39% | 68% | - | * | 70% | - | - | * | - | * | - | 29% | 42% | 37% | - |
| | 2019 | 81% | 80% | 71% | 54% | - | 47% | 79% | - | - | * | - | * | - | 30% | | 52% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 13% | 29% | - | * | 30% | - | - | * | - | * | - | 5% | 18% | 9% | - |
| | 2019 | 54% | 50% | 41% | 24% | - | 15% | 59% | - | - | * | - | * | - | 20% | | 24% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 4% | 4% | - | * | 4% | - | - | * | - | * | - | 1% | 7% | 1% | - |
| | 2019 | 25% | 19% | 14% | 8% | - | 4% | 24% | - | - | * | - | * | - | 0% | | 8% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 93% | 79% | 93% | 100% | * | 100% | - | 100% | 85% | 74% | 93% | 92% | 93% | 96% |
| Included in Accountability | 83% | 88% | 80% | 72% | 81% | 73% | * | 80% | - | 57% | 74% | 74% | 90% | 53% | 81% | 81% |
| Not Included in Accountability: Mobile | 3% | 3% | 8% | 7% | 8% | 28% | * | 0% | - | 43% | 9% | 0% | 3% | 24% | 7% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 5% | 0% | 5% | 0% | * | 20% | - | 0% | 3% | 0% | 1% | 15% | 5% | 9% |
| Not Tested | 12% | 6% | 7% | 21% | 7% | 0% | * | 0% | - | 0% | 15% | 26% | 7% | 8% | 7% | 4% |
| Absent | 2% | 2% | 1% | 3% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 10% | 4% | 7% | 18% | 6% | 0% | * | 0% | - | 0% | 14% | 26% | 7% | 7% | 7% | 3% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | * | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 92% | 89% | 92% | 91% | * | 58% | - | 100% | 89% | 79% | 95% | 80% | 93% | 93% |
| Not Included in Accountability: Mobile | 4% | 3% | 7% | 11% | 6% | 9% | * | 42% | - | 0% | 6% | 21% | 4% | 15% | 5% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 0% | * | 0% | - | 0% | 6% | 0% | 1% | 4% | 2% | 2% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.7% | 97.5% | 98.8% | 99.3% | * | * | - | * | 98.0% | 98.8% | 99.0% |
| 2018-19 | 95.4% | 94.4% | 96.2% | 94.8% | 96.4% | 95.2% | * | * | - | * | 95.0% | 96.1% | 97.1% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.1% | 15.1% | 5.5% | 0.0% | * | * | - | * | 13.1% | 5.8% | 3.7% |
| 2018-19 | 11.4% | 15.3% | 7.9% | 14.9% | 6.8% | 15.4% | * | 0.0% | - | * | 10.7% | 8.3% | 3.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 733 | 100.0% | 50,547 | 5,359,040 | 734 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 347 | 47.3% | 7.0% | 7.4% | 347 | 47.3% | 7.0% | 7.4% |
| Grade 6 | 386 | 52.7% | 7.8% | 7.7% | 387 | 52.7% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 48 | 6.5% | 7.7% | 12.7% | 49 | 6.7% | 7.7% | 12.7% |
| Hispanic | 659 | 89.9% | 83.2% | 52.9% | 659 | 89.8% | 83.2% | 52.9% |
| White | 17 | 2.3% | 5.3% | 26.5% | 17 | 2.3% | 5.3% | 26.5% |
| American Indian | 1 | 0.1% | 0.1% | 0.3% | 1 | 0.1% | 0.1% | 0.3% |
| Asian | 5 | 0.7% | 3.0% | 4.7% | 5 | 0.7% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.4% | 0.7% | 2.7% | 3 | 0.4% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 342 | 46.7% | 48.5% | 48.9% | 342 | 46.6% | 48.5% | 48.9% |
| Male | 391 | 53.3% | 51.5% | 51.1% | 392 | 53.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 656 | 89.5% | 83.8% | 60.3% | 657 | 89.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 77 | 10.5% | 16.2% | 39.7% | 77 | 10.5% | 16.3% | 39.8% |
| Section 504 Students | 49 | 6.7% | 5.8% | 7.2% | 49 | 6.7% | 5.7% | 7.2% |
| EB Students/EL | 375 | 51.2% | 30.0% | 20.7% | 375 | 51.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 2 | 0.2% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 40 | 5.5% | 4.6% | 4.5% | 40 | 5.4% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 0.8% | 0.8% | 1.1% | 6 | 0.8% | 0.8% | 1.1% |
| Immigrant | 29 | 4.0% | 2.8% | 2.0% | 29 | 4.0% | 2.8% | 2.0% |
| Migrant | 1 | 0.1% | 0.2% | 0.3% | 1 | 0.1% | 0.2% | 0.3% |
| Title I | 733 | 100.0% | 68.6% | 64.5% | 734 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.1% | 0.4% | 2.7% | 1 | 0.1% | 0.4% | 2.7% |
| At-Risk | 528 | 72.0% | 58.7% | 49.2% | 528 | 71.9% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 389 | 53.1% | 28.1% | 21.0% | 389 | 53.0% | 28.0% | 20.9% |
| Gifted and Talented Education | 58 | 7.9% | 5.6% | 8.3% | 58 | 7.9% | 5.6% | 8.3% |
| Special Education | 85 | 11.6% | 11.9% | 11.1% | 86 | 11.7% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 85 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 39 | 45.9% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 12 | 14.1% | 18.2% | 21.3% | | | | |
| Students with Autism | 18 | 21.2% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 16 | 18.8% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 126 | 14.2% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 21 | 2.4% | 2.2% | 2.8% | | | | |
| Hispanic | 103 | 11.6% | 10.6% | 7.1% | | | | |
| White | 1 | 0.1% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.1% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 9 | 9.0% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 40 | 11.4% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 115 | 14.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 62 | 15.3% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.6% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.6% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 16.3 | 17.0 | 19.8 |
| Grade 6 | 19.3 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | 10.3 | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 87.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 73.4 | 84.2% | 58.7% | 64.3% |
| Teachers | 61.7 | 70.7% | 45.1% | 49.6% |
| Professional Support | 8.8 | 10.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.4% | 2.3% | 3.0% |
| Educational Aides: | 13.8 | 15.8% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 56.9 | 65.2% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 9.4 | 15.2% | 9.9% | 11.1% |
| Hispanic | 27.0 | 43.8% | 38.0% | 28.4% |
| White | 23.3 | 37.8% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.6% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 11.0 | 17.9% | 24.8% | 23.8% |
| Females | 50.7 | 82.1% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 49.6 | 80.5% | 75.9% | 73.0% |
| Masters | 12.0 | 19.5% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 3.2% | 5.3% | 6.7% |
| 1-5 Years Experience | 17.1 | 27.8% | 30.1% | 27.8% |
| 6-10 Years Experience | 20.1 | 32.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 17.5 | 28.3% | 28.3% | 29.1% |
| 21-30 Years Experience | 5.0 | 8.1% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 11.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 13.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 10.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 8.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 7.4 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,938 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,767 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,332 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,704 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,676 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,777 | \$60,082 | \$57,641 |
| Professional Support | \$69,374 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$96,751 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 1.8 | 2.9% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 4.2 | 6.7% | 1.4% | 1.8% |
| Regular Education | 42.4 | 68.7% | 63.3% | 71.0% |
| Special Education | 11.0 | 17.8% | 14.6% | 9.4% |
| Other | 2.3 | 3.8% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
EARNESTEEN MILSTEAD MIDDLE (101917141) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: RICK SCHNEIDER MIDDLE

Campus Number: 101917142

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 54% | 43% | 55% | 33% | - | 80% | - | - | 23% | 67% | 55% | 49% | 53% | 49% |
| | 2019 | 86% | 84% | 80% | 80% | 81% | 50% | * | * | - | - | 45% | 67% | 81% | 76% | 79% | 78% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 23% | 25% | 22% | 17% | - | 60% | - | - | 14% | 0% | 21% | 29% | 21% | 12% |
| | 2019 | 54% | 47% | 36% | 37% | 35% | 38% | * | * | - | - | 27% | 0% | 36% | 33% | 33% | 29% |
| At Masters Grade Level | 2021 | 30% | 17% | 11% | 21% | 10% | 0% | - | 40% | - | - | 0% | 0% | 11% | 16% | 11% | 6% |
| | 2019 | 29% | 21% | 16% | 10% | 16% | 25% | * | * | - | - | 9% | 0% | 16% | 16% | 15% | 12% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 46% | 34% | 48% | 0% | - | 80% | - | - | 27% | 20% | 48% | 37% | 45% | 50% |
| | 2019 | 90% | 87% | 78% | 77% | 77% | 88% | * | * | - | - | 55% | 67% | 80% | 72% | 77% | 81% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 15% | 9% | 15% | 0% | - | 60% | - | - | 13% | 0% | 16% | 10% | 14% | 11% |
| | 2019 | 58% | 48% | 31% | 27% | 31% | 25% | * | * | - | - | 30% | 0% | 31% | 32% | 29% | 31% |
| At Masters Grade Level | 2021 | 25% | 10% | 5% | 3% | 5% | 0% | - | 40% | - | - | 2% | 0% | 6% | 4% | 5% | 2% |
| | 2019 | 36% | 25% | 16% | 10% | 16% | 13% | * | * | - | - | 21% | 0% | 16% | 14% | 14% | 15% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 39% | 19% | 41% | 33% | - | 80% | - | - | 23% | 67% | 41% | 33% | 38% | 42% |
| | 2019 | 75% | 73% | 69% | 59% | 70% | 75% | * | * | - | - | 44% | 67% | 70% | 68% | 67% | 72% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 8% | 0% | 8% | 0% | - | 60% | - | - | 11% | 17% | 9% | 2% | 7% | 10% |
| | 2019 | 49% | 44% | 38% | 17% | 40% | 63% | * | * | - | - | 41% | 50% | 40% | 31% | 36% | 42% |
| At Masters Grade Level | 2021 | 13% | 4% | 3% | 0% | 3% | 0% | - | 40% | - | - | 7% | 17% | 4% | 0% | 3% | 2% |
| | 2019 | 24% | 19% | 17% | 7% | 17% | 38% | * | * | - | - | 16% | 17% | 18% | 15% | 16% | 17% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 49% | 39% | 50% | * | - | * | - | * | 35% | * | 50% | 45% | 49% | 32% |
| | 2019 | 68% | 66% | 60% | 50% | 61% | 45% | - | * | - | * | 31% | 57% | 63% | 49% | 58% | 60% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 17% | 9% | 18% | * | - | * | - | * | 18% | * | 18% | 12% | 15% | 8% |
| | 2019 | 37% | 31% | 25% | 27% | 25% | 18% | - | * | - | * | 19% | 14% | 28% | 16% | 25% | 26% |
| At Masters Grade Level | 2021 | 15% | 9% | 3% | 6% | 3% | * | - | * | - | * | 0% | * | 4% | 0% | 2% | 0% |
| | 2019 | 18% | 12% | 7% | 10% | 6% | 0% | - | * | - | * | 3% | 14% | 8% | 2% | 7% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 45% | 55% | 44% | * | - | * | - | * | 32% | * | 44% | 48% | 44% | 29% |
| | 2019 | 81% | 73% | 71% | 66% | 71% | 60% | - | * | - | * | 72% | 57% | 72% | 65% | 70% | 70% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 9% | 7% | 9% | * | - | * | - | * | 19% | * | 8% | 11% | 8% | 5% |
| | 2019 | 47% | 26% | 21% | 10% | 22% | 20% | - | * | - | * | 22% | 14% | 22% | 17% | 20% | 25% |
| At Masters Grade Level | 2021 | 15% | 3% | 0% | 0% | 1% | * | - | * | - | * | 0% | * | 1% | 0% | 0% | 0% |
| | 2019 | 21% | 6% | 4% | 3% | 4% | 0% | - | * | - | * | 16% | 0% | 3% | 6% | 4% | 4% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 81% | * | 84% | - | - | - | - | - | * | * | 79% | * | 81% | 67% |
| | 2019 | 75% | 76% | 100% | * | 100% | - | - | - | - | - | - | - | 100% | * | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 23% | * | 24% | - | - | - | - | - | * | * | 17% | * | 23% | 17% |
| | 2019 | 43% | 38% | 85% | * | 88% | - | - | - | - | - | - | - | 87% | * | 83% | 94% |
| At Masters Grade Level | 2021 | 12% | 5% | 8% | * | 8% | - | - | - | - | - | * | * | 8% | * | 8% | 0% |
| | 2019 | 17% | 9% | 19% | * | 20% | - | - | - | - | - | - | - | 22% | * | 21% | 19% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 47% | 37% | 49% | 28% | - | 74% | - | * | 28% | 46% | 48% | 43% | 46% | 42% |
| | 2019 | 78% | 76% | 72% | 66% | 73% | 62% | * | 82% | - | * | 49% | 63% | 74% | 66% | 71% | 73% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 14% | 10% | 15% | 4% | - | 47% | - | * | 15% | 4% | 15% | 13% | 14% | 10% |
| | 2019 | 50% | 45% | 31% | 23% | 32% | 31% | * | 55% | - | * | 28% | 16% | 33% | 26% | 30% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 6% | 5% | 0% | - | 32% | - | * | 2% | 4% | 5% | 4% | 5% | 2% |
| | 2019 | 24% | 18% | 12% | 8% | 12% | 13% | * | 27% | - | * | 13% | 6% | 13% | 11% | 11% | 11% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 51% | 41% | 53% | 40% | - | 71% | - | * | 29% | 60% | 53% | 47% | 51% | 42% |
| | 2019 | 75% | 72% | 70% | 65% | 71% | 47% | * | * | - | * | 38% | 62% | 72% | 63% | 69% | 69% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | 16% | 20% | 10% | - | 43% | - | * | 15% | 0% | 20% | 19% | 18% | 10% |
| | 2019 | 48% | 42% | 30% | 32% | 30% | 26% | * | * | - | * | 23% | 8% | 32% | 25% | 29% | 27% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 13% | 7% | 0% | - | 29% | - | * | 0% | 0% | 8% | 7% | 7% | 3% |
| | 2019 | 21% | 15% | 11% | 10% | 11% | 11% | * | * | - | * | 6% | 8% | 12% | 9% | 11% | 9% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 47% | 44% | 48% | 11% | - | 71% | - | * | 30% | 20% | 48% | 44% | 46% | 42% |
| | 2019 | 82% | 82% | 75% | 72% | 75% | 72% | * | * | - | * | 63% | 62% | 77% | 69% | 75% | 77% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 12% | 8% | 13% | 0% | - | 43% | - | * | 17% | 0% | 13% | 12% | 12% | 9% |
| | 2019 | 52% | 47% | 28% | 18% | 29% | 22% | * | * | - | * | 26% | 8% | 29% | 26% | 27% | 31% |
| At Masters Grade Level | 2021 | 18% | 11% | 3% | 2% | 3% | 0% | - | 29% | - | * | 1% | 0% | 4% | 2% | 3% | 1% |
| | 2019 | 26% | 21% | 10% | 7% | 11% | 6% | * | * | - | * | 18% | 0% | 11% | 10% | 10% | 10% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 39% | 19% | 41% | 33% | - | 80% | - | - | 23% | 67% | 41% | 33% | 38% | 42% |
| | 2019 | 81% | 80% | 69% | 59% | 70% | 75% | * | * | - | - | 44% | 67% | 70% | 68% | 67% | 72% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 8% | 0% | 8% | 0% | - | 60% | - | - | 11% | 17% | 9% | 2% | 7% | 10% |
| | 2019 | 54% | 50% | 38% | 17% | 40% | 63% | * | * | - | - | 41% | 50% | 40% | 31% | 36% | 42% |
| At Masters Grade Level | 2021 | 20% | 12% | 3% | 0% | 3% | 0% | - | 40% | - | - | 7% | 17% | 4% | 0% | 3% | 2% |
| | 2019 | 25% | 19% | 17% | 7% | 17% | 38% | * | * | - | - | 16% | 17% | 18% | 15% | 16% | 17% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 80 | 92 | 79 | 71 | - | * | - | - | 73 | 50 | 80 | 80 | 80 | 76 |
| | 2018 | 80 | 76 | 78 | 82 | 77 | * | - | * | - | * | 73 | 100 | 79 | 75 | 78 | 77 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 63 | 82 | 60 | 75 | * | * | - | - | 73 | 33 | 62 | 64 | 62 | 56 |
| | 2018 | 81 | 74 | 65 | 68 | 65 | * | - | * | - | * | 72 | 75 | 63 | 72 | 65 | 61 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 39 | 38 | 39 | 40 | - | * | - | * | 40 | 42 | 40 | 32 | 39 | 40 |
| | 2018 | 47 | 48 | 48 | 41 | 49 | * | - | 33 | - | * | 46 | 56 | 47 | 51 | 48 | 50 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 49 | 30 | 51 | 28 | - | * | - | * | 60 | 42 | 50 | 45 | 47 | 50 |
| | 2018 | 56 | 56 | 56 | 50 | 57 | * | - | 80 | - | * | 54 | 67 | 56 | 58 | 57 | 58 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 23 | * | 24 | - | - | - | - | - | - | - | 26 | * | 25 | 25 |
| | 2018 | 67 | 65 | 23 | - | 20 | * | - | * | - | - | - | - | 23 | - | 25 | 24 |
| All Grades Both Subjects | 2019 | 69 | 69 | 57 | 61 | 57 | 51 | * | 81 | - | * | 62 | 42 | 57 | 56 | 57 | 55 |
| | 2018 | 69 | 68 | 62 | 61 | 62 | 85 | - | 64 | - | 50 | 62 | 73 | 61 | 64 | 62 | 61 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 59 | 66 | 59 | 53 | - | * | - | * | 57 | 46 | 60 | 56 | 59 | 57 |
| | 2018 | 69 | 68 | 64 | 62 | 64 | 90 | - | 43 | - | * | 60 | 75 | 64 | 63 | 63 | 64 |
| All Grades Mathematics | 2019 | 70 | 70 | 55 | 57 | 55 | 50 | * | * | - | * | 67 | 38 | 55 | 55 | 54 | 52 |
| | 2018 | 70 | 69 | 60 | 59 | 60 | 80 | - | 86 | - | * | 63 | 71 | 58 | 65 | 60 | 58 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|---------------------------------------------------------|----------------|-------|----------|--------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 47% | 50% | - | 50% | - | - | - | - | - | - | - | 42% | 51% | 42% | - |
| | 2019 | 78% | 76% | 72% | 59% | - | 59% | - | - | | * | - | * | | 65% | | 60% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 14% | 50% | - | 50% | - | - | - | - | - | - | - | 9% | 18% | 10% | - |
| | 2019 | 50% | 45% | 31% | 16% | - | 16% | - | - | | * | - | * | | 17% | | 16% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 0% | - | 0% | - | - | - | - | - | - | - | 2% | 7% | 2% | - |
| | 2019 | 24% | 18% | 12% | 4% | - | 4% | - | - | | * | - | * | | 7% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 51% | * | - | * | - | - | - | - | - | - | - | 42% | 58% | 42% | - |
| | 2019 | 75% | 72% | 70% | 53% | - | 53% | - | - | | * | - | * | | 60% | | 54% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 20% | * | - | * | - | - | - | - | - | - | - | 10% | 27% | 10% | - |
| | 2019 | 48% | 42% | 30% | 9% | - | 9% | - | - | | * | - | * | | 12% | | 9% | |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | * | - | * | - | - | - | - | - | - | - | 3% | 11% | 3% | - |
| | 2019 | 21% | 15% | 11% | 2% | - | 2% | - | - | | * | - | * | | 0% | | 2% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 47% | * | - | * | - | - | - | - | - | - | - | 42% | 51% | 42% | - |
| | 2019 | 82% | 82% | 75% | 65% | - | 65% | - | - | | * | - | * | | 72% | | 66% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 12% | * | - | * | - | - | - | - | - | - | - | 8% | 15% | 9% | - |
| | 2019 | 52% | 47% | 28% | 15% | - | 15% | - | - | | * | - | * | | 16% | | 15% | |
| At Masters Grade Level | 2021 | 18% | 11% | 3% | * | - | * | - | - | - | - | - | - | - | 1% | 5% | 1% | - |
| | 2019 | 26% | 21% | 10% | 3% | - | 3% | - | - | | * | - | * | | 8% | | 4% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 39% | * | - | * | - | - | - | - | - | - | - | 42% | 37% | 42% | - |
| | 2019 | 81% | 80% | 69% | 61% | - | 61% | - | - | | * | - | * | | 60% | | 60% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 8% | * | - | * | - | - | - | - | - | - | - | 9% | 7% | 10% | - |
| | 2019 | 54% | 50% | 38% | 34% | - | 34% | - | - | | * | - | * | | 30% | | 33% | |
| At Masters Grade Level | 2021 | 20% | 12% | 3% | * | - | * | - | - | - | - | - | - | - | 2% | 4% | 2% | - |
| | 2019 | 25% | 19% | 17% | 10% | - | 10% | - | - | | * | - | * | | 20% | | 11% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 93% | 85% | 94% | 85% | - | 100% | - | * | 95% | 87% | 94% | 88% | 92% | 95% |
| Included in Accountability | 83% | 88% | 82% | 73% | 83% | 74% | - | 100% | - | * | 89% | 84% | 92% | 56% | 82% | 78% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 12% | 4% | 12% | - | 0% | - | * | 3% | 0% | 1% | 13% | 4% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 6% | 0% | 7% | 0% | - | 0% | - | * | 3% | 3% | 1% | 19% | 6% | 13% |
| Not Tested | 12% | 6% | 7% | 15% | 6% | 15% | - | 0% | - | * | 5% | 13% | 6% | 12% | 8% | 5% |
| Absent | 2% | 2% | 4% | 8% | 4% | 15% | - | 0% | - | * | 3% | 10% | 3% | 8% | 5% | 3% |
| Other | 10% | 4% | 3% | 7% | 3% | 0% | - | 0% | - | * | 2% | 3% | 3% | 4% | 3% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 98% | 100% | 99% | 100% | 100% | - | * | 99% | 100% | 100% | 99% | 99% | 99% |
| Included in Accountability | 94% | 94% | 90% | 82% | 93% | 62% | 21% | 100% | - | * | 91% | 94% | 97% | 75% | 92% | 91% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | 16% | 6% | 26% | 21% | 0% | - | * | 7% | 6% | 3% | 20% | 6% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 1% | 11% | 57% | 0% | - | * | 1% | 0% | 0% | 5% | 2% | 3% |
| Not Tested | 1% | 1% | 1% | 2% | 0% | 1% | 0% | 0% | - | * | 1% | 0% | 0% | 1% | 1% | 1% |
| Absent | 1% | 1% | 1% | 2% | 0% | 1% | 0% | 0% | - | * | 1% | 0% | 0% | 1% | 1% | 1% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.2% | 96.5% | 98.5% | 95.2% | * | * | * | * | 98.5% | 98.3% | 98.7% |
| 2018-19 | 95.4% | 94.4% | 95.3% | 94.3% | 95.3% | 96.5% | * | * | - | * | 94.2% | 95.2% | 95.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 8.0% | 17.0% | 6.4% | 20.7% | 0.0% | 0.0% | * | * | 7.1% | 7.4% | 6.0% |
| 2018-19 | 11.4% | 15.3% | 12.1% | 18.3% | 11.6% | 7.9% | 0.0% | * | - | * | 16.7% | 11.9% | 8.5% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 710 | 100.0% | 50,547 | 5,359,040 | 710 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 357 | 50.3% | 7.0% | 7.4% | 357 | 50.3% | 7.0% | 7.4% |
| Grade 6 | 353 | 49.7% | 7.8% | 7.7% | 353 | 49.7% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 88 | 12.4% | 7.7% | 12.7% | 88 | 12.4% | 7.7% | 12.7% |
| Hispanic | 600 | 84.5% | 83.2% | 52.9% | 600 | 84.5% | 83.2% | 52.9% |
| White | 12 | 1.7% | 5.3% | 26.5% | 12 | 1.7% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 7 | 1.0% | 3.0% | 4.7% | 7 | 1.0% | 3.0% | 4.7% |
| Pacific Islander | 2 | 0.3% | 0.1% | 0.2% | 2 | 0.3% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.1% | 0.7% | 2.7% | 1 | 0.1% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 340 | 47.9% | 48.5% | 48.9% | 340 | 47.9% | 48.5% | 48.9% |
| Male | 370 | 52.1% | 51.5% | 51.1% | 370 | 52.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 657 | 92.5% | 83.8% | 60.3% | 657 | 92.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 53 | 7.5% | 16.2% | 39.7% | 53 | 7.5% | 16.3% | 39.8% |
| Section 504 Students | 52 | 7.3% | 5.8% | 7.2% | 52 | 7.3% | 5.7% | 7.2% |
| EB Students/EL | 306 | 43.1% | 30.0% | 20.7% | 306 | 43.1% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 5 | 0.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 49 | 6.9% | 4.6% | 4.5% | 49 | 6.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.7% | 0.8% | 1.1% | 5 | 0.7% | 0.8% | 1.1% |
| Immigrant | 27 | 3.8% | 2.8% | 2.0% | 27 | 3.8% | 2.8% | 2.0% |
| Migrant | 1 | 0.1% | 0.2% | 0.3% | 1 | 0.1% | 0.2% | 0.3% |
| Title I | 710 | 100.0% | 68.6% | 64.5% | 710 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.1% | 0.4% | 2.7% | 1 | 0.1% | 0.4% | 2.7% |
| At-Risk | 441 | 62.1% | 58.7% | 49.2% | 441 | 62.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 281 | 39.6% | 28.1% | 21.0% | 281 | 39.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 34 | 4.8% | 5.6% | 8.3% | 34 | 4.8% | 5.6% | 8.3% |
| Special Education | 92 | 13.0% | 11.9% | 11.1% | 92 | 13.0% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 92 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 61 | 66.3% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 6 | 6.5% | 18.2% | 21.3% | | | | |
| Students with Autism | 6 | 6.5% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 19 | 20.7% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 127 | 15.1% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 26 | 3.1% | 2.2% | 2.8% | | | | |
| Hispanic | 91 | 10.8% | 10.6% | 7.1% | | | | |
| White | 9 | 1.1% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 6 | 6.1% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 42 | 13.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 118 | 15.1% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 80 | 21.2% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.3% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.3% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 15.7 | 17.0 | 19.8 |
| Grade 6 | 15.7 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 83.0 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 66.4 | 79.9% | 58.7% | 64.3% |
| Teachers | 55.8 | 67.2% | 45.1% | 49.6% |
| Professional Support | 7.6 | 9.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.6% | 2.3% | 3.0% |
| Educational Aides: | 16.7 | 20.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 52.9 | 63.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 12.8 | 23.0% | 9.9% | 11.1% |
| Hispanic | 21.3 | 38.2% | 38.0% | 28.4% |
| White | 20.7 | 37.0% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 0.0 | 0.0% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.8% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 14.6 | 26.1% | 24.8% | 23.8% |
| Females | 41.2 | 73.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 44.4 | 79.6% | 75.9% | 73.0% |
| Masters | 11.4 | 20.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 4.8 | 8.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 26.0 | 46.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 9.1 | 16.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 14.9 | 26.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 1.0 | 1.8% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 1.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 1.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.5 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.3 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,649 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,386 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,979 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,382 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,766 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,513 | \$60,082 | \$57,641 |
| Professional Support | \$68,340 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$91,988 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.3 | 0.6% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 45.4 | 81.4% | 63.3% | 71.0% |
| Special Education | 9.7 | 17.3% | 14.6% | 9.4% |
| Other | 0.4 | 0.7% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
RICK SCHNEIDER MIDDLE (101917142) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: BOBBY SHAW MIDDLE

Campus Number: 101917143

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 63% | 38% | 63% | 60% | - | - | - | * | 42% | 89% | 62% | 64% | 62% | 57% |
| | 2019 | 86% | 84% | 82% | 80% | 82% | 82% | - | * | - | - | 50% | 75% | 83% | 79% | 81% | 79% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 29% | 25% | 30% | 40% | - | - | - | * | 21% | 11% | 28% | 36% | 28% | 21% |
| | 2019 | 54% | 47% | 40% | 20% | 41% | 36% | - | * | - | - | 31% | 25% | 38% | 46% | 39% | 39% |
| At Masters Grade Level | 2021 | 30% | 17% | 16% | 0% | 16% | 40% | - | - | - | * | 4% | 0% | 14% | 24% | 15% | 11% |
| | 2019 | 29% | 21% | 16% | 10% | 17% | 9% | - | * | - | - | 6% | 13% | 18% | 11% | 16% | 16% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 62% | 33% | 63% | 60% | - | - | - | * | 60% | 89% | 63% | 51% | 62% | 56% |
| | 2019 | 90% | 87% | 88% | 67% | 89% | 82% | - | * | - | - | 72% | 88% | 90% | 80% | 88% | 91% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 24% | 22% | 24% | 40% | - | - | - | * | 27% | 22% | 24% | 26% | 24% | 20% |
| | 2019 | 58% | 48% | 37% | 11% | 38% | 36% | - | * | - | - | 31% | 13% | 38% | 30% | 36% | 39% |
| At Masters Grade Level | 2021 | 25% | 10% | 9% | 0% | 9% | 40% | - | - | - | * | 13% | 11% | 10% | 3% | 9% | 9% |
| | 2019 | 36% | 25% | 16% | 11% | 16% | 9% | - | * | - | - | 16% | 0% | 16% | 14% | 15% | 18% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 41% | 33% | 41% | 60% | - | - | - | * | 42% | 22% | 42% | 34% | 40% | 35% |
| | 2019 | 75% | 73% | 59% | 38% | 60% | 64% | - | * | - | - | 48% | 50% | 59% | 59% | 59% | 58% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 11% | 22% | 11% | 20% | - | - | - | * | 23% | 22% | 11% | 14% | 11% | 6% |
| | 2019 | 49% | 44% | 27% | 25% | 26% | 45% | - | * | - | - | 32% | 25% | 26% | 31% | 26% | 26% |
| At Masters Grade Level | 2021 | 13% | 4% | 1% | 0% | 1% | 0% | - | - | - | * | 2% | 0% | 1% | 0% | 1% | 1% |
| | 2019 | 24% | 19% | 7% | 0% | 7% | 9% | - | * | - | - | 10% | 13% | 8% | 4% | 7% | 6% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 45% | 30% | 46% | 44% | - | - | - | * | 26% | * | 46% | 42% | 43% | 30% |
| | 2019 | 68% | 66% | 59% | * | 59% | 50% | - | - | - | * | 28% | 20% | 60% | 55% | 58% | 54% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 15% | 10% | 15% | 22% | - | - | - | * | 13% | * | 15% | 15% | 14% | 4% |
| | 2019 | 37% | 31% | 21% | * | 21% | 30% | - | - | - | * | 25% | 10% | 23% | 13% | 20% | 18% |
| At Masters Grade Level | 2021 | 15% | 9% | 6% | 10% | 6% | 0% | - | - | - | * | 6% | * | 6% | 4% | 6% | 0% |
| | 2019 | 18% | 12% | 9% | * | 8% | 20% | - | - | - | * | 13% | 10% | 9% | 5% | 8% | 7% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 52% | 63% | 51% | 50% | - | - | - | * | 40% | * | 50% | 61% | 51% | 42% |
| | 2019 | 81% | 73% | 60% | * | 59% | 80% | - | - | - | * | 47% | 25% | 63% | 51% | 60% | 57% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 11% | 25% | 11% | 0% | - | - | - | * | 13% | * | 11% | 11% | 10% | 6% |
| | 2019 | 47% | 26% | 12% | * | 13% | 0% | - | - | - | * | 20% | 0% | 12% | 13% | 11% | 10% |
| At Masters Grade Level | 2021 | 15% | 3% | 2% | 13% | 1% | 0% | - | - | - | * | 7% | * | 2% | 3% | 1% | 0% |
| | 2019 | 21% | 6% | 3% | * | 3% | 0% | - | - | - | * | 13% | 0% | 3% | 5% | 3% | 3% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 60% | * | 62% | * | - | - | - | * | * | * | 61% | 56% | 59% | 51% |
| | 2019 | 75% | 76% | 93% | - | 92% | 100% | - | - | - | - | * | * | 92% | 100% | 92% | 94% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 27% | * | 28% | * | - | - | - | * | * | * | 26% | 33% | 29% | 22% |
| | 2019 | 43% | 38% | 44% | - | 45% | 20% | - | - | - | - | * | * | 44% | 40% | 41% | 42% |
| At Masters Grade Level | 2021 | 12% | 5% | 8% | * | 9% | * | - | - | - | * | * | * | 7% | 22% | 9% | 0% |
| | 2019 | 17% | 9% | 7% | - | 7% | 20% | - | - | - | - | * | * | 8% | 0% | 5% | 8% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 53% | 37% | 53% | 52% | - | - | - | 47% | 42% | 73% | 53% | 50% | 52% | 45% |
| | 2019 | 78% | 76% | 72% | 62% | 72% | 74% | - | * | - | * | 50% | 53% | 73% | 66% | 71% | 70% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 20% | 19% | 21% | - | - | - | 13% | 20% | 18% | 19% | 20% | 19% | 12% |
| | 2019 | 50% | 45% | 29% | 17% | 30% | 32% | - | * | - | * | 28% | 13% | 30% | 28% | 28% | 28% |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 4% | 7% | 12% | - | - | - | 0% | 6% | 3% | 7% | 7% | 7% | 4% |
| | 2019 | 24% | 18% | 10% | 7% | 10% | 11% | - | * | - | * | 12% | 7% | 11% | 8% | 10% | 10% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 53% | 33% | 54% | 50% | - | - | - | 50% | 34% | 92% | 54% | 51% | 52% | 44% |
| | 2019 | 75% | 72% | 70% | 73% | 70% | 67% | - | * | - | * | 39% | 44% | 71% | 67% | 69% | 66% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 17% | 22% | 29% | - | - | - | 0% | 17% | 17% | 21% | 23% | 21% | 13% |
| | 2019 | 48% | 42% | 30% | 18% | 30% | 33% | - | * | - | * | 28% | 17% | 30% | 30% | 29% | 27% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 6% | 11% | 14% | - | - | - | 0% | 5% | 0% | 10% | 12% | 10% | 6% |
| | 2019 | 21% | 15% | 12% | 9% | 12% | 14% | - | * | - | * | 9% | 11% | 13% | 8% | 12% | 11% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 42% | 59% | 50% | - | - | - | 50% | 51% | 92% | 58% | 56% | 58% | 51% |
| | 2019 | 82% | 82% | 80% | 70% | 80% | 86% | - | * | - | * | 61% | 63% | 82% | 69% | 79% | 79% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 20% | 21% | 20% | 14% | - | - | - | 17% | 21% | 17% | 20% | 20% | 20% | 15% |
| | 2019 | 52% | 47% | 30% | 10% | 30% | 24% | - | * | - | * | 27% | 5% | 31% | 24% | 28% | 29% |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 5% | 6% | 14% | - | - | - | 0% | 9% | 8% | 7% | 5% | 6% | 4% |
| | 2019 | 26% | 21% | 10% | 10% | 10% | 10% | - | * | - | * | 16% | 0% | 10% | 10% | 9% | 11% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 41% | 33% | 41% | 60% | - | - | - | * | 42% | 22% | 42% | 34% | 40% | 35% |
| | 2019 | 81% | 80% | 59% | 38% | 60% | 64% | - | * | - | - | 48% | 50% | 59% | 59% | 59% | 58% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 11% | 22% | 11% | 20% | - | - | - | * | 23% | 22% | 11% | 14% | 11% | 6% |
| | 2019 | 54% | 50% | 27% | 25% | 26% | 45% | - | * | - | - | 32% | 25% | 26% | 31% | 26% | 26% |
| At Masters Grade Level | 2021 | 20% | 12% | 1% | 0% | 1% | 0% | - | - | - | * | 2% | 0% | 1% | 0% | 1% | 1% |
| | 2019 | 25% | 19% | 7% | 0% | 7% | 9% | - | * | - | - | 10% | 13% | 8% | 4% | 7% | 6% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 79 | 80 | 79 | 86 | - | * | - | - | 75 | 88 | 76 | 92 | 79 | 79 |
| | 2018 | 80 | 76 | 71 | 40 | 71 | 85 | - | - | - | * | 72 | 67 | 71 | 71 | 69 | 71 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 75 | 67 | 75 | 73 | - | * | - | - | 85 | 81 | 74 | 78 | 75 | 76 |
| | 2018 | 81 | 74 | 66 | 40 | 67 | 55 | - | - | - | * | 89 | 58 | 65 | 70 | 66 | 69 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 44 | - | 44 | 35 | - | - | - | * | 43 | 10 | 43 | 47 | 44 | 40 |
| | 2018 | 47 | 48 | 46 | 40 | 46 | 33 | - | - | - | - | 37 | * | 47 | 36 | 45 | 45 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 55 | - | 54 | 80 | - | - | - | * | 55 | 31 | 58 | 46 | 55 | 54 |
| | 2018 | 56 | 56 | 70 | 63 | 71 | 56 | - | - | - | - | 78 | * | 71 | 65 | 71 | 74 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 31 | - | 32 | 20 | - | - | - | - | * | * | 33 | 6 | 29 | 29 |
| | 2018 | 67 | 65 | 65 | * | 63 | * | - | - | - | - | * | - | 65 | 61 | 64 | 60 |
| All Grades Both Subjects | 2019 | 69 | 69 | 60 | 74 | 60 | 62 | - | * | - | * | 65 | 46 | 59 | 65 | 60 | 59 |
| | 2018 | 69 | 68 | 63 | 47 | 64 | 60 | - | - | - | * | 69 | 57 | 63 | 62 | 63 | 65 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 60 | 80 | 60 | 62 | - | * | - | * | 59 | 44 | 58 | 71 | 60 | 58 |
| | 2018 | 69 | 68 | 59 | 40 | 59 | 57 | - | - | - | * | 54 | 50 | 59 | 56 | 57 | 58 |
| All Grades Mathematics | 2019 | 70 | 70 | 60 | 67 | 60 | 62 | - | * | - | * | 70 | 47 | 60 | 59 | 60 | 60 |
| | 2018 | 70 | 69 | 67 | 54 | 68 | 64 | - | - | - | * | 83 | 62 | 67 | 68 | 67 | 70 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 53% | 55% | - | 55% | - | - | - | - | - | - | - | 42% | 59% | 45% | - |
| | 2019 | 78% | 76% | 72% | 58% | - | 58% | - | - | - | - | - | - | - | 58% | | 58% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 18% | - | 18% | - | - | - | - | - | - | - | 11% | 24% | 12% | - |
| | 2019 | 50% | 45% | 29% | 14% | - | 14% | - | - | - | - | - | - | - | 16% | | 14% | |
| At Masters Grade Level | 2021 | 18% | 12% | 7% | 9% | - | 9% | - | - | - | - | - | - | - | 3% | 9% | 4% | - |
| | 2019 | 24% | 18% | 10% | 4% | - | 4% | - | - | - | - | - | - | - | 2% | | 3% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 53% | 64% | - | 64% | - | - | - | - | - | - | - | 40% | 61% | 44% | - |
| | 2019 | 75% | 72% | 70% | 51% | - | 51% | - | - | - | - | - | - | - | 55% | | 51% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 21% | 26% | - | 26% | - | - | - | - | - | - | - | 10% | 29% | 13% | - |
| | 2019 | 48% | 42% | 30% | 12% | - | 12% | - | - | - | - | - | - | - | 14% | | 12% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 19% | - | 19% | - | - | - | - | - | - | - | 3% | 14% | 6% | - |
| | 2019 | 21% | 15% | 12% | 2% | - | 2% | - | - | - | - | - | - | - | 5% | | 2% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 58% | 57% | - | 57% | - | - | - | - | - | - | - | 49% | 64% | 51% | - |
| | 2019 | 82% | 82% | 80% | 69% | - | 69% | - | - | - | - | - | - | - | 78% | | 70% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 20% | 20% | - | 20% | - | - | - | - | - | - | - | 15% | 24% | 15% | - |
| | 2019 | 52% | 47% | 30% | 17% | - | 17% | - | - | - | - | - | - | - | 22% | | 18% | |
| At Masters Grade Level | 2021 | 18% | 11% | 6% | 4% | - | 4% | - | - | - | - | - | - | - | 4% | 8% | 4% | - |
| | 2019 | 26% | 21% | 10% | 5% | - | 5% | - | - | - | - | - | - | - | 0% | | 5% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 41% | 43% | - | 43% | - | - | - | - | - | - | - | 32% | 46% | 35% | - |
| | 2019 | 81% | 80% | 59% | 49% | - | 49% | - | - | - | - | - | - | - | 35% | | 47% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 11% | 9% | - | 9% | - | - | - | - | - | - | - | 4% | 17% | 6% | - |
| | 2019 | 54% | 50% | 27% | 12% | - | 12% | - | - | - | - | - | - | - | 12% | | 12% | |
| At Masters Grade Level | 2021 | 20% | 12% | 1% | 2% | - | 2% | - | - | - | - | - | - | - | 0% | 1% | 1% | - |
| | 2019 | 25% | 19% | 7% | 3% | - | 3% | - | - | - | - | - | - | - | 0% | | 3% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 78% | 97% | 83% | - | - | - | 100% | 93% | 95% | 96% | 93% | 96% | 98% |
| Included in Accountability | 83% | 88% | 87% | 67% | 88% | 72% | - | - | - | 100% | 88% | 83% | 93% | 60% | 87% | 85% |
| Not Included in Accountability: Mobile | 3% | 3% | 6% | 12% | 6% | 11% | - | - | - | 0% | 3% | 8% | 3% | 18% | 6% | 7% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 3% | 0% | 3% | 0% | - | - | - | 0% | 2% | 5% | 0% | 15% | 3% | 7% |
| Not Tested | 12% | 6% | 4% | 22% | 3% | 17% | - | - | - | 0% | 7% | 5% | 4% | 7% | 4% | 2% |
| Absent | 2% | 2% | 1% | 13% | 1% | 0% | - | - | - | 0% | 3% | 0% | 1% | 3% | 2% | 1% |
| Other | 10% | 4% | 3% | 9% | 2% | 17% | - | - | - | 0% | 5% | 5% | 3% | 4% | 2% | 1% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | * | - | * | 99% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 95% | 88% | 96% | 80% | - | * | - | * | 94% | 94% | 98% | 86% | 97% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | 12% | 3% | 20% | - | * | - | * | 5% | 4% | 2% | 12% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 2% | 0% | 2% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 1% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | * | - | * | 1% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | * | - | * | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.1% | 97.6% | 98.3% | 94.9% | - | - | - | * | 98.2% | 98.0% | 99.0% |
| 2018-19 | 95.4% | 94.4% | 94.6% | 91.3% | 94.8% | 91.3% | - | * | - | * | 91.7% | 94.6% | 95.5% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 9.7% | 20.0% | 9.0% | 22.2% | - | - | - | * | 9.7% | 10.4% | 4.1% |
| 2018-19 | 11.4% | 15.3% | 15.5% | 41.2% | 14.1% | 36.0% | - | * | - | * | 29.9% | 15.6% | 11.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 720 | 100.0% | 50,547 | 5,359,040 | 720 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 330 | 45.8% | 7.0% | 7.4% | 330 | 45.8% | 7.0% | 7.4% |
| Grade 6 | 390 | 54.2% | 7.8% | 7.7% | 390 | 54.2% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 27 | 3.8% | 7.7% | 12.7% | 27 | 3.8% | 7.7% | 12.7% |
| Hispanic | 665 | 92.4% | 83.2% | 52.9% | 665 | 92.4% | 83.2% | 52.9% |
| White | 23 | 3.2% | 5.3% | 26.5% | 23 | 3.2% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.7% | 0.7% | 2.7% | 5 | 0.7% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 329 | 45.7% | 48.5% | 48.9% | 329 | 45.7% | 48.5% | 48.9% |
| Male | 391 | 54.3% | 51.5% | 51.1% | 391 | 54.3% | 51.5% | 51.1% |
| Economically Disadvantaged | 655 | 91.0% | 83.8% | 60.3% | 655 | 91.0% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 65 | 9.0% | 16.2% | 39.7% | 65 | 9.0% | 16.3% | 39.8% |
| Section 504 Students | 52 | 7.2% | 5.8% | 7.2% | 52 | 7.2% | 5.7% | 7.2% |
| EB Students/EL | 323 | 44.9% | 30.0% | 20.7% | 323 | 44.9% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 3 | 0.4% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 54 | 7.5% | 4.6% | 4.5% | 54 | 7.5% | 4.6% | 4.5% |
| Foster Care | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 0.8% | 0.8% | 1.1% | 6 | 0.8% | 0.8% | 1.1% |
| Immigrant | 14 | 1.9% | 2.8% | 2.0% | 14 | 1.9% | 2.8% | 2.0% |
| Migrant | 3 | 0.4% | 0.2% | 0.3% | 3 | 0.4% | 0.2% | 0.3% |
| Title I | 720 | 100.0% | 68.6% | 64.5% | 720 | 100.0% | 68.5% | 64.5% |
| Military Connected | 2 | 0.3% | 0.4% | 2.7% | 2 | 0.3% | 0.4% | 2.7% |
| At-Risk | 544 | 75.6% | 58.7% | 49.2% | 544 | 75.6% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 296 | 41.1% | 28.1% | 21.0% | 296 | 41.1% | 28.0% | 20.9% |
| Gifted and Talented Education | 41 | 5.7% | 5.6% | 8.3% | 41 | 5.7% | 5.6% | 8.3% |
| Special Education | 111 | 15.4% | 11.9% | 11.1% | 111 | 15.4% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 111 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 66 | 59.5% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 23 | 20.7% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 117 | 14.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 5 | 0.6% | 2.2% | 2.8% | | | | |
| Hispanic | 101 | 12.1% | 10.6% | 7.1% | | | | |
| White | 9 | 1.1% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 2 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 11.5% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 42 | 13.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 110 | 14.6% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 55 | 13.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 18.1 | 17.0 | 19.8 |
| Grade 6 | 21.2 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 84.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 68.9 | 81.9% | 58.7% | 64.3% |
| Teachers | 56.5 | 67.3% | 45.1% | 49.6% |
| Professional Support | 9.3 | 11.1% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.6% | 2.3% | 3.0% |
| Educational Aides: | 15.2 | 18.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 54.1 | 64.3% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 6.1 | 10.8% | 9.9% | 11.1% |
| Hispanic | 26.8 | 47.5% | 38.0% | 28.4% |
| White | 21.6 | 38.3% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.8% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 1.8% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 16.1 | 28.5% | 24.8% | 23.8% |
| Females | 40.4 | 71.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 46.0 | 81.4% | 75.9% | 73.0% |
| Masters | 9.5 | 16.8% | 22.3% | 25.0% |
| Doctorate | 1.0 | 1.8% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.8 | 6.7% | 5.3% | 6.7% |
| 1-5 Years Experience | 25.0 | 44.2% | 30.1% | 27.8% |
| 6-10 Years Experience | 11.6 | 20.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 10.1 | 17.9% | 28.3% | 29.1% |
| 21-30 Years Experience | 6.0 | 10.6% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.7 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 5.4 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,129 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,694 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,029 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,931 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,572 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,744 | \$60,082 | \$57,641 |
| Professional Support | \$64,865 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$92,937 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.5 | 0.9% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 45.7 | 80.8% | 63.3% | 71.0% |
| Special Education | 10.4 | 18.3% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
BOBBY SHAW MIDDLE (101917143) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: KELLER MIDDLE

Campus Number: 101917144

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 60% | 56% | 60% | 56% | - | - | - | * | 17% | * | 60% | 57% | 58% | 53% |
| | 2019 | 86% | 84% | 83% | 79% | 83% | 89% | * | - | * | * | 49% | 83% | 81% | 90% | 83% | 82% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 24% | 11% | 24% | 25% | - | - | - | * | 6% | * | 24% | 21% | 22% | 16% |
| | 2019 | 54% | 47% | 42% | 29% | 42% | 61% | * | - | * | * | 20% | 33% | 42% | 42% | 40% | 39% |
| At Masters Grade Level | 2021 | 30% | 17% | 11% | 0% | 12% | 6% | - | - | - | * | 0% | * | 11% | 11% | 11% | 6% |
| | 2019 | 29% | 21% | 18% | 14% | 18% | 22% | * | - | * | * | 2% | 17% | 18% | 18% | 17% | 14% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 56% | 33% | 57% | 44% | - | - | - | * | 32% | * | 59% | 40% | 55% | 53% |
| | 2019 | 90% | 87% | 93% | 57% | 94% | 100% | * | - | * | * | 83% | 100% | 94% | 90% | 93% | 96% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 18% | 11% | 18% | 19% | - | - | - | * | 6% | * | 20% | 9% | 15% | 17% |
| | 2019 | 58% | 48% | 51% | 36% | 51% | 56% | * | - | * | * | 29% | 50% | 49% | 57% | 50% | 57% |
| At Masters Grade Level | 2021 | 25% | 10% | 6% | 0% | 7% | 0% | - | - | - | * | 2% | * | 7% | 2% | 6% | 6% |
| | 2019 | 36% | 25% | 28% | 14% | 28% | 39% | * | - | * | * | 12% | 33% | 26% | 33% | 28% | 31% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 46% | 22% | 46% | 50% | - | - | - | * | 26% | * | 47% | 43% | 43% | 35% |
| | 2019 | 75% | 73% | 76% | 64% | 75% | 94% | * | - | - | * | 37% | 83% | 76% | 73% | 75% | 78% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 9% | 0% | 9% | 25% | - | - | - | * | 4% | * | 9% | 11% | 7% | 6% |
| | 2019 | 49% | 44% | 45% | 43% | 44% | 61% | * | - | - | * | 15% | 67% | 44% | 46% | 43% | 46% |
| At Masters Grade Level | 2021 | 13% | 4% | 0% | 0% | 0% | 6% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 24% | 19% | 14% | 14% | 14% | 22% | * | - | - | * | 7% | 17% | 14% | 14% | 14% | 10% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 47% | 56% | 45% | 68% | - | - | - | * | 21% | 44% | 47% | 45% | 46% | 35% |
| | 2019 | 68% | 66% | 63% | 43% | 64% | 65% | - | - | * | - | 22% | * | 66% | 48% | 62% | 60% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 21% | 22% | 19% | 42% | - | - | - | * | 13% | 22% | 21% | 23% | 20% | 10% |
| | 2019 | 37% | 31% | 29% | 21% | 30% | 35% | - | - | * | - | 11% | * | 33% | 15% | 30% | 25% |
| At Masters Grade Level | 2021 | 15% | 9% | 7% | 0% | 6% | 16% | - | - | - | * | 2% | 0% | 7% | 5% | 7% | 3% |
| | 2019 | 18% | 12% | 15% | 14% | 15% | 12% | - | - | * | - | 3% | * | 16% | 9% | 15% | 12% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 40% | 29% | 39% | 64% | - | - | - | * | 36% | 43% | 42% | 30% | 39% | 37% |
| | 2019 | 81% | 73% | 71% | 57% | 72% | 67% | - | - | * | - | 27% | * | 74% | 60% | 72% | 74% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 8% | 0% | 8% | 7% | - | - | - | * | 16% | 14% | 7% | 10% | 7% | 4% |
| | 2019 | 47% | 26% | 25% | 14% | 26% | 27% | - | - | * | - | 11% | * | 28% | 16% | 26% | 27% |
| At Masters Grade Level | 2021 | 15% | 3% | 0% | 0% | 0% | 0% | - | - | - | * | 2% | 0% | 1% | 0% | 0% | 0% |
| | 2019 | 21% | 6% | 4% | 0% | 4% | 7% | - | - | * | - | 0% | * | 5% | 0% | 4% | 3% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 81% | * | 80% | 80% | - | - | - | - | - | * | 81% | * | 79% | 78% |
| | 2019 | 75% | 76% | 98% | * | 98% | * | - | - | - | - | - | - | 98% | * | 98% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 41% | * | 41% | 40% | - | - | - | - | - | * | 43% | * | 40% | 28% |
| | 2019 | 43% | 38% | 64% | * | 64% | * | - | - | - | - | - | - | 60% | * | 60% | 73% |
| At Masters Grade Level | 2021 | 12% | 5% | 10% | * | 12% | 0% | - | - | - | - | - | * | 11% | * | 9% | 6% |
| | 2019 | 17% | 9% | 9% | * | 9% | * | - | - | - | - | - | - | 9% | * | 10% | 12% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 42% | 51% | 58% | - | - | - | 57% | 26% | 53% | 53% | 44% | 50% | 44% |
| | 2019 | 78% | 76% | 78% | 61% | 78% | 84% | * | - | * | * | 44% | 86% | 79% | 74% | 77% | 79% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 17% | 11% | 17% | 26% | - | - | - | 14% | 9% | 27% | 18% | 15% | 16% | 11% |
| | 2019 | 50% | 45% | 39% | 28% | 39% | 50% | * | - | * | * | 17% | 45% | 40% | 37% | 39% | 40% |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 0% | 6% | 6% | - | - | - | 0% | 1% | 7% | 6% | 3% | 5% | 3% |
| | 2019 | 24% | 18% | 16% | 11% | 16% | 20% | * | - | * | * | 5% | 18% | 16% | 15% | 16% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 53% | 56% | 52% | 63% | - | - | - | * | 19% | 46% | 54% | 52% | 52% | 44% |
| | 2019 | 75% | 72% | 73% | 61% | 73% | 77% | * | - | * | * | 36% | 75% | 73% | 70% | 73% | 71% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 17% | 22% | 34% | - | - | - | * | 10% | 23% | 23% | 22% | 21% | 13% |
| | 2019 | 48% | 42% | 36% | 25% | 35% | 49% | * | - | * | * | 16% | 25% | 37% | 29% | 35% | 32% |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | 9% | 11% | - | - | - | * | 1% | 8% | 9% | 8% | 9% | 4% |
| | 2019 | 21% | 15% | 16% | 14% | 17% | 17% | * | - | * | * | 3% | 13% | 17% | 14% | 16% | 13% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 52% | 39% | 52% | 57% | - | - | - | * | 34% | 54% | 55% | 37% | 51% | 48% |
| | 2019 | 82% | 82% | 84% | 59% | 85% | 86% | * | - | * | * | 56% | 100% | 86% | 77% | 84% | 87% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 16% | 11% | 16% | 17% | - | - | - | * | 12% | 31% | 17% | 10% | 14% | 12% |
| | 2019 | 52% | 47% | 40% | 24% | 41% | 46% | * | - | * | * | 21% | 50% | 41% | 40% | 40% | 45% |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 0% | 5% | 0% | - | - | - | * | 2% | 8% | 5% | 1% | 4% | 3% |
| | 2019 | 26% | 21% | 16% | 7% | 16% | 23% | * | - | * | * | 6% | 25% | 16% | 17% | 16% | 18% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 46% | 22% | 46% | 50% | - | - | - | * | 26% | * | 47% | 43% | 43% | 35% |
| | 2019 | 81% | 80% | 76% | 64% | 75% | 94% | * | - | - | * | 37% | 83% | 76% | 73% | 75% | 78% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 9% | 0% | 9% | 25% | - | - | - | * | 4% | * | 9% | 11% | 7% | 6% |
| | 2019 | 54% | 50% | 45% | 43% | 44% | 61% | * | - | - | * | 15% | 67% | 44% | 46% | 43% | 46% |
| At Masters Grade Level | 2021 | 20% | 12% | 0% | 0% | 0% | 6% | - | - | - | * | 0% | * | 0% | 0% | 0% | 0% |
| | 2019 | 25% | 19% | 14% | 14% | 14% | 22% | * | - | - | * | 7% | 17% | 14% | 14% | 14% | 10% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|-------------|-------|----------|-----------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 74 | 67 | 74 | 82 | * | - | - | * | 53 | 50 | 73 | 77 | 74 | 74 |
| | 2018 | 80 | 76 | 77 | 78 | 78 | 74 | - | * | - | - | 72 | * | 75 | 85 | 78 | 74 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 84 | 71 | 85 | 83 | * | - | - | * | 88 | 100 | 83 | 90 | 85 | 83 |
| | 2018 | 81 | 74 | 86 | 78 | 87 | 92 | - | * | - | - | 91 | * | 85 | 91 | 86 | 88 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 43 | 54 | 42 | 47 | - | - | * | - | 30 | * | 43 | 43 | 43 | 39 |
| | 2018 | 47 | 48 | 44 | 50 | 43 | 57 | * | - | - | - | 36 | * | 44 | 45 | 44 | 44 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 34 | 21 | 35 | 36 | - | - | * | - | 19 | * | 35 | 31 | 34 | 33 |
| | 2018 | 56 | 56 | 39 | 80 | 38 | 39 | * | - | - | - | 41 | * | 38 | 42 | 39 | 35 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 16 | * | 17 | * | - | - | - | - | - | - | 15 | * | 15 | 17 |
| | 2018 | 67 | 65 | 36 | - | 37 | * | - | - | - | - | * | - | 38 | * | 36 | 46 |
| All Grades Both Subjects | 2019 | 69 | 69 | 58 | 51 | 58 | 62 | * | - | * | * | 49 | 69 | 57 | 61 | 58 | 57 |
| | 2018 | 69 | 68 | 63 | 73 | 63 | 64 | * | * | - | - | 57 | 50 | 62 | 68 | 63 | 62 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 58 | 60 | 57 | 65 | * | - | * | * | 42 | 50 | 57 | 61 | 58 | 57 |
| | 2018 | 69 | 68 | 62 | 68 | 61 | 65 | * | * | - | - | 52 | 42 | 61 | 67 | 62 | 60 |
| All Grades Mathematics | 2019 | 70 | 70 | 57 | 43 | 58 | 59 | * | - | * | * | 56 | 88 | 56 | 62 | 58 | 57 |
| | 2018 | 70 | 69 | 64 | 79 | 64 | 64 | * | * | - | - | 62 | 58 | 64 | 68 | 64 | 63 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 51% | 50% | - | 50% | - | - | - | - | - | - | - | 43% | 55% | 43% | * |
| | 2019 | 78% | 76% | 78% | 63% | - | 63% | - | - | - | - | - | - | - | 56% | | 62% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 17% | 19% | - | 19% | - | - | - | - | - | - | - | 11% | 21% | 11% | * |
| | 2019 | 50% | 45% | 39% | 21% | - | 21% | - | - | - | - | - | - | - | 19% | | 21% | |
| At Masters Grade Level | 2021 | 18% | 12% | 5% | 0% | - | 0% | - | - | - | - | - | - | - | 3% | 7% | 3% | * |
| | 2019 | 24% | 18% | 16% | 4% | - | 4% | - | - | - | - | - | - | - | 5% | | 4% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 53% | 50% | - | 50% | - | - | - | - | - | - | - | 43% | 59% | 43% | * |
| | 2019 | 75% | 72% | 73% | 48% | - | 48% | - | - | - | - | - | - | - | 50% | | 48% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 22% | 13% | - | 13% | - | - | - | - | - | - | - | 12% | 28% | 12% | * |
| | 2019 | 48% | 42% | 36% | 11% | - | 11% | - | - | - | - | - | - | - | 11% | | 11% | |
| At Masters Grade Level | 2021 | 18% | 12% | 9% | 0% | - | 0% | - | - | - | - | - | - | - | 4% | 12% | 4% | * |
| | 2019 | 21% | 15% | 16% | 1% | - | 1% | - | - | - | - | - | - | - | 0% | | 1% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 52% | 50% | - | 50% | - | - | - | - | - | - | - | 48% | 54% | 48% | * |
| | 2019 | 82% | 82% | 84% | 79% | - | 79% | - | - | - | - | - | - | - | 67% | | 78% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 16% | 25% | - | 25% | - | - | - | - | - | - | - | 11% | 18% | 12% | * |
| | 2019 | 52% | 47% | 40% | 29% | - | 29% | - | - | - | - | - | - | - | 22% | | 28% | |
| At Masters Grade Level | 2021 | 18% | 11% | 4% | 0% | - | 0% | - | - | - | - | - | - | - | 3% | 5% | 3% | * |
| | 2019 | 26% | 21% | 16% | 8% | - | 8% | - | - | - | - | - | - | - | 6% | | 7% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 46% | - | - | - | - | - | - | - | - | - | - | 35% | 52% | 35% | - |
| | 2019 | 81% | 80% | 76% | 61% | - | 61% | - | - | - | - | - | - | - | 43% | | 60% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 9% | - | - | - | - | - | - | - | - | - | - | 6% | 11% | 6% | - |
| | 2019 | 54% | 50% | 45% | 25% | - | 25% | - | - | - | - | - | - | - | 29% | | 25% | |
| At Masters Grade Level | 2021 | 20% | 12% | 0% | - | - | - | - | - | - | - | - | - | - | 0% | 1% | 0% | - |
| | 2019 | 25% | 19% | 14% | 3% | - | 3% | - | - | - | - | - | - | - | 14% | | 3% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 97% | 91% | 98% | 96% | - | - | - | 100% | 95% | 94% | 98% | 97% | 97% | 100% |
| Included in Accountability | 83% | 88% | 89% | 82% | 89% | 83% | - | - | - | 100% | 90% | 88% | 96% | 65% | 89% | 84% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 9% | 4% | 13% | - | - | - | 0% | 4% | 0% | 2% | 16% | 4% | 6% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 4% | 0% | 4% | 0% | - | - | - | 0% | 1% | 6% | 0% | 16% | 4% | 9% |
| Not Tested | 12% | 6% | 3% | 9% | 2% | 4% | - | - | - | 0% | 5% | 6% | 2% | 3% | 3% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | - | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 3% | 9% | 2% | 4% | - | - | - | 0% | 5% | 6% | 2% | 3% | 3% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 99% | 100% | 100% | * | - | 80% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 94% | 83% | 95% | 93% | * | - | 80% | 50% | 96% | 88% | 98% | 82% | 96% | 97% |
| Not Included in Accountability: Mobile | 4% | 3% | 5% | 16% | 5% | 7% | * | - | 0% | 50% | 4% | 12% | 2% | 16% | 4% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 1% | 0% | 1% |
| Not Tested | 1% | 1% | 0% | 1% | 0% | 0% | * | - | 20% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 1% | 0% | 0% | * | - | 20% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | * | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.6% | 98.2% | 98.7% | 97.5% | * | - | - | * | 98.8% | 98.6% | 99.0% |
| 2018-19 | 95.4% | 94.4% | 95.5% | 95.2% | 95.7% | 93.1% | * | - | * | * | 93.8% | 95.4% | 95.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 7.0% | 13.0% | 6.4% | 9.1% | * | - | - | * | 6.7% | 7.0% | 3.5% |
| 2018-19 | 11.4% | 15.3% | 12.2% | 17.9% | 10.9% | 22.2% | * | - | * | * | 18.7% | 12.3% | 11.8% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 660 | 100.0% | 50,547 | 5,359,040 | 661 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 317 | 48.0% | 7.0% | 7.4% | 317 | 48.0% | 7.0% | 7.4% |
| Grade 6 | 343 | 52.0% | 7.8% | 7.7% | 344 | 52.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 23 | 3.5% | 7.7% | 12.7% | 23 | 3.5% | 7.7% | 12.7% |
| Hispanic | 593 | 89.8% | 83.2% | 52.9% | 594 | 89.9% | 83.2% | 52.9% |
| White | 41 | 6.2% | 5.3% | 26.5% | 41 | 6.2% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 0 | 0.0% | 3.0% | 4.7% | 0 | 0.0% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 3 | 0.5% | 0.7% | 2.7% | 3 | 0.5% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 305 | 46.2% | 48.5% | 48.9% | 305 | 46.1% | 48.5% | 48.9% |
| Male | 355 | 53.8% | 51.5% | 51.1% | 356 | 53.9% | 51.5% | 51.1% |
| Economically Disadvantaged | 599 | 90.8% | 83.8% | 60.3% | 600 | 90.8% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 61 | 9.2% | 16.2% | 39.7% | 61 | 9.2% | 16.3% | 39.8% |
| Section 504 Students | 67 | 10.2% | 5.8% | 7.2% | 67 | 10.1% | 5.7% | 7.2% |
| EB Students/EL | 249 | 37.7% | 30.0% | 20.7% | 249 | 37.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 9 | 1.2% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 63 | 9.5% | 4.6% | 4.5% | 63 | 9.5% | 4.6% | 4.5% |
| Foster Care | 2 | 0.3% | 0.1% | 0.3% | 2 | 0.3% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.8% | 0.8% | 1.1% | 5 | 0.8% | 0.8% | 1.1% |
| Immigrant | 8 | 1.2% | 2.8% | 2.0% | 8 | 1.2% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 660 | 100.0% | 68.6% | 64.5% | 661 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 424 | 64.2% | 58.7% | 49.2% | 424 | 64.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 213 | 32.3% | 28.1% | 21.0% | 213 | 32.2% | 28.0% | 20.9% |
| Gifted and Talented Education | 59 | 8.9% | 5.6% | 8.3% | 59 | 8.9% | 5.6% | 8.3% |
| Special Education | 110 | 16.7% | 11.9% | 11.1% | 111 | 16.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 110 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 38 | 34.5% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 8 | 7.3% | 18.2% | 21.3% | | | | |
| Students with Autism | 35 | 31.8% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 29 | 26.4% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 94 | 12.3% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 13 | 1.7% | 2.2% | 2.8% | | | | |
| Hispanic | 70 | 9.2% | 10.6% | 7.1% | | | | |
| White | 10 | 1.3% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 5 | 4.8% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 18 | 7.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 89 | 12.7% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 48 | 13.6% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.3% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.3% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 15.9 | 17.0 | 19.8 |
| Grade 6 | 17.3 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 81.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 63.3 | 77.3% | 58.7% | 64.3% |
| Teachers | 51.5 | 62.9% | 45.1% | 49.6% |
| Professional Support | 8.8 | 10.7% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 3.7% | 2.3% | 3.0% |
| Educational Aides: | 18.6 | 22.7% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 38.2 | 46.7% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 7.0 | 13.6% | 9.9% | 11.1% |
| Hispanic | 15.9 | 30.8% | 38.0% | 28.4% |
| White | 27.6 | 53.6% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 1.9% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 16.9 | 32.8% | 24.8% | 23.8% |
| Females | 34.6 | 67.2% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 41.5 | 80.6% | 75.9% | 73.0% |
| Masters | 10.0 | 19.4% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.8 | 5.4% | 5.3% | 6.7% |
| 1-5 Years Experience | 16.0 | 31.1% | 30.1% | 27.8% |
| 6-10 Years Experience | 14.6 | 28.3% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.0 | 21.4% | 28.3% | 29.1% |
| 21-30 Years Experience | 7.1 | 13.9% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.8 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 3.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 3.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 8.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 8.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 9.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 8.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,429 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,662 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$59,590 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,602 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$61,093 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,887 | \$60,082 | \$57,641 |
| Professional Support | \$65,142 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$93,887 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 36.5 | 71.0% | 63.3% | 71.0% |
| Special Education | 14.4 | 27.9% | 14.6% | 9.4% |
| Other | 0.6 | 1.2% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
KELLER MIDDLE (101917144) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: MARSHALL KENDRICK MIDDLE

Campus Number: 101917145

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 60% | 43% | 61% | 67% | - | * | - | * | 23% | 29% | 62% | 48% | 58% | 60% |
| | 2019 | 86% | 84% | 84% | 50% | 85% | 96% | - | * | - | * | 45% | 86% | 86% | 71% | 82% | 85% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 34% | 14% | 34% | 48% | - | * | - | * | 10% | 14% | 34% | 31% | 31% | 29% |
| | 2019 | 54% | 47% | 48% | 29% | 49% | 56% | - | * | - | * | 35% | 57% | 52% | 32% | 44% | 48% |
| At Masters Grade Level | 2021 | 30% | 17% | 22% | 0% | 23% | 29% | - | * | - | * | 0% | 14% | 21% | 25% | 20% | 17% |
| | 2019 | 29% | 21% | 23% | 11% | 23% | 36% | - | * | - | * | 12% | 43% | 24% | 15% | 20% | 21% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 58% | 40% | 59% | 55% | - | * | - | * | 35% | 57% | 60% | 43% | 57% | 59% |
| | 2019 | 90% | 87% | 79% | 45% | 82% | 80% | - | * | - | * | 49% | 86% | 84% | 59% | 77% | 86% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 26% | 0% | 27% | 35% | - | * | - | * | 18% | 14% | 25% | 33% | 24% | 26% |
| | 2019 | 58% | 48% | 37% | 21% | 39% | 32% | - | * | - | * | 27% | 43% | 41% | 21% | 33% | 40% |
| At Masters Grade Level | 2021 | 25% | 10% | 11% | 0% | 12% | 20% | - | * | - | * | 3% | 14% | 11% | 11% | 10% | 8% |
| | 2019 | 36% | 25% | 17% | 10% | 17% | 20% | - | * | - | * | 14% | 29% | 19% | 6% | 15% | 16% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 45% | 7% | 46% | 50% | - | - | - | * | 20% | 14% | 45% | 42% | 42% | 43% |
| | 2019 | 75% | 73% | 71% | 41% | 73% | 79% | - | * | - | * | 37% | 43% | 75% | 56% | 70% | 77% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 15% | 0% | 15% | 25% | - | - | - | * | 10% | 14% | 16% | 11% | 13% | 12% |
| | 2019 | 49% | 44% | 43% | 22% | 45% | 38% | - | * | - | * | 29% | 29% | 46% | 29% | 40% | 45% |
| At Masters Grade Level | 2021 | 13% | 4% | 4% | 0% | 3% | 10% | - | - | - | * | 0% | 0% | 3% | 4% | 3% | 3% |
| | 2019 | 24% | 19% | 18% | 7% | 18% | 21% | - | * | - | * | 16% | 14% | 21% | 2% | 15% | 17% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 49% | 36% | 49% | 57% | - | - | - | * | 25% | 69% | 52% | 30% | 49% | 29% |
| | 2019 | 68% | 66% | 70% | 55% | 69% | 100% | - | * | - | * | 38% | 67% | 72% | 59% | 68% | 69% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 21% | 9% | 21% | 36% | - | - | - | * | 20% | 23% | 23% | 11% | 20% | 8% |
| | 2019 | 37% | 31% | 30% | 19% | 29% | 60% | - | * | - | * | 24% | 33% | 30% | 27% | 28% | 26% |
| At Masters Grade Level | 2021 | 15% | 9% | 9% | 5% | 9% | 14% | - | - | - | * | 5% | 8% | 10% | 4% | 9% | 2% |
| | 2019 | 18% | 12% | 11% | 6% | 10% | 27% | - | * | - | * | 12% | 0% | 11% | 9% | 10% | 9% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 56% | 55% | 55% | 82% | - | - | - | * | 40% | 78% | 57% | 47% | 55% | 51% |
| | 2019 | 81% | 73% | 77% | 62% | 78% | 85% | - | - | - | * | 65% | 60% | 78% | 70% | 74% | 72% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 18% | 10% | 18% | 36% | - | - | - | * | 28% | 11% | 19% | 11% | 19% | 15% |
| | 2019 | 47% | 26% | 20% | 10% | 21% | 23% | - | - | - | * | 29% | 20% | 20% | 20% | 18% | 16% |
| At Masters Grade Level | 2021 | 15% | 3% | 2% | 5% | 2% | 0% | - | - | - | * | 2% | 11% | 2% | 0% | 2% | 1% |
| | 2019 | 21% | 6% | 2% | 0% | 2% | 8% | - | - | - | * | 12% | 0% | 2% | 3% | 2% | 1% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 89% | * | 90% | * | - | - | - | - | - | * | 88% | * | 95% | 86% |
| | 2019 | 75% | 76% | 99% | * | 98% | * | - | * | - | * | - | * | 99% | * | 98% | 97% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 49% | * | 51% | * | - | - | - | - | - | * | 50% | * | 53% | 29% |
| | 2019 | 43% | 38% | 78% | * | 76% | * | - | * | - | * | - | * | 77% | * | 79% | 71% |
| At Masters Grade Level | 2021 | 12% | 5% | 21% | * | 20% | * | - | - | - | - | - | * | 20% | * | 20% | 14% |
| | 2019 | 17% | 9% | 16% | * | 18% | * | - | * | - | * | - | * | 16% | * | 17% | 26% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 39% | 55% | 60% | - | * | - | 27% | 29% | 57% | 57% | 43% | 53% | 49% |
| | 2019 | 78% | 76% | 77% | 51% | 78% | 88% | - | 100% | - | 78% | 46% | 70% | 80% | 63% | 75% | 79% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 7% | 24% | 36% | - | * | - | 9% | 17% | 19% | 24% | 19% | 22% | 19% |
| | 2019 | 50% | 45% | 38% | 21% | 39% | 43% | - | 100% | - | 44% | 29% | 36% | 40% | 26% | 35% | 37% |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 2% | 10% | 17% | - | * | - | 0% | 2% | 11% | 10% | 9% | 9% | 6% |
| | 2019 | 24% | 18% | 14% | 7% | 14% | 23% | - | 60% | - | 11% | 13% | 18% | 16% | 7% | 13% | 14% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 39% | 55% | 63% | - | * | - | * | 24% | 55% | 57% | 38% | 53% | 46% |
| | 2019 | 75% | 72% | 76% | 53% | 77% | 98% | - | * | - | * | 42% | 77% | 79% | 65% | 75% | 77% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 27% | 11% | 27% | 43% | - | * | - | * | 16% | 20% | 28% | 20% | 25% | 19% |
| | 2019 | 48% | 42% | 39% | 24% | 39% | 58% | - | * | - | * | 31% | 46% | 41% | 29% | 36% | 37% |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 3% | 15% | 23% | - | * | - | * | 2% | 10% | 15% | 13% | 14% | 10% |
| | 2019 | 21% | 15% | 17% | 8% | 16% | 33% | - | * | - | * | 12% | 23% | 17% | 12% | 15% | 15% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | 51% | 60% | 64% | - | * | - | * | 37% | 75% | 61% | 47% | 59% | 56% |
| | 2019 | 82% | 82% | 80% | 55% | 82% | 83% | - | * | - | * | 55% | 77% | 83% | 65% | 78% | 81% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 5% | 25% | 36% | - | * | - | * | 23% | 20% | 25% | 22% | 23% | 22% |
| | 2019 | 52% | 47% | 34% | 18% | 35% | 33% | - | * | - | * | 28% | 31% | 36% | 22% | 31% | 33% |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 3% | 8% | 15% | - | * | - | * | 2% | 15% | 8% | 6% | 7% | 5% |
| | 2019 | 26% | 21% | 11% | 5% | 11% | 15% | - | * | - | * | 13% | 15% | 12% | 5% | 10% | 10% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 45% | 7% | 46% | 50% | - | - | - | * | 20% | 14% | 45% | 42% | 42% | 43% |
| | 2019 | 81% | 80% | 71% | 41% | 73% | 79% | - | * | - | * | 37% | 43% | 75% | 56% | 70% | 77% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 15% | 0% | 15% | 25% | - | - | - | * | 10% | 14% | 16% | 11% | 13% | 12% |
| | 2019 | 54% | 50% | 43% | 22% | 45% | 38% | - | * | - | * | 29% | 29% | 46% | 29% | 40% | 45% |
| At Masters Grade Level | 2021 | 20% | 12% | 4% | 0% | 3% | 10% | - | - | - | * | 0% | 0% | 3% | 4% | 3% | 3% |
| | 2019 | 25% | 19% | 18% | 7% | 18% | 21% | - | * | - | * | 16% | 14% | 21% | 2% | 15% | 17% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 76 | 78 | 75 | 89 | - | * | - | * | 70 | 100 | 76 | 77 | 76 | 74 |
| | 2018 | 80 | 76 | 73 | 71 | 73 | 69 | - | * | - | * | 79 | 58 | 73 | 74 | 73 | 71 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 55 | 68 | 53 | 70 | - | * | - | * | 64 | 71 | 54 | 60 | 55 | 49 |
| | 2018 | 81 | 74 | 60 | 67 | 59 | 53 | - | * | - | * | 82 | 81 | 58 | 67 | 59 | 51 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 37 | 32 | 37 | 50 | - | * | - | * | 47 | 8 | 37 | 38 | 36 | 34 |
| | 2018 | 47 | 48 | 52 | 39 | 52 | 74 | - | - | - | * | 43 | 57 | 52 | 55 | 51 | 51 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 53 | 43 | 54 | 65 | - | - | - | * | 64 | 60 | 54 | 46 | 53 | 54 |
| | 2018 | 56 | 56 | 56 | 42 | 58 | 41 | - | - | - | * | 59 | 67 | 58 | 51 | 56 | 59 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 45 | * | 47 | * | - | * | - | * | - | * | 45 | * | 43 | 49 |
| | 2018 | 67 | 65 | 52 | * | 54 | 50 | - | - | - | * | * | * | 51 | 63 | 47 | 51 |
| All Grades Both Subjects | 2019 | 69 | 69 | 54 | 54 | 53 | 70 | - | * | - | 38 | 63 | 56 | 54 | 55 | 53 | 50 |
| | 2018 | 69 | 68 | 60 | 57 | 60 | 60 | - | * | - | 71 | 63 | 66 | 59 | 62 | 59 | 56 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 55 | 54 | 53 | 73 | - | * | - | * | 61 | 50 | 54 | 57 | 54 | 50 |
| | 2018 | 69 | 68 | 62 | 58 | 62 | 71 | - | * | - | 58 | 56 | 58 | 62 | 65 | 62 | 59 |
| All Grades Mathematics | 2019 | 70 | 70 | 53 | 54 | 53 | 68 | - | * | - | * | 64 | 62 | 53 | 53 | 53 | 51 |
| | 2018 | 70 | 69 | 58 | 56 | 58 | 49 | - | * | - | 83 | 69 | 73 | 57 | 60 | 57 | 54 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 54% | 38% | - | 38% | - | - | - | - | - | - | - | 50% | 57% | 48% | 79% |
| | 2019 | 78% | 76% | 77% | 76% | - | 68% | 93% | - | - | - | - | - | - | 55% | | 73% | |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 24% | 16% | - | 16% | - | - | - | - | - | - | - | 17% | 26% | 17% | 79% |
| | 2019 | 50% | 45% | 38% | 32% | - | 24% | 50% | - | - | - | - | - | - | 24% | | 31% | |
| At Masters Grade Level | 2021 | 18% | 12% | 10% | 9% | - | 9% | - | - | - | - | - | - | - | 6% | 12% | 7% | 0% |
| | 2019 | 24% | 18% | 14% | 11% | - | 6% | 21% | - | - | - | - | - | - | 6% | | 10% | |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 33% | - | 33% | - | - | - | - | - | - | - | 46% | 58% | 45% | 57% |
| | 2019 | 75% | 72% | 76% | 72% | - | 63% | 94% | - | - | - | - | - | - | 53% | | 70% | |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 27% | 17% | - | 17% | - | - | - | - | - | - | - | 18% | 31% | 18% | 57% |
| | 2019 | 48% | 42% | 39% | 30% | - | 21% | 53% | - | - | - | - | - | - | 20% | | 29% | |
| At Masters Grade Level | 2021 | 18% | 12% | 15% | 11% | - | 11% | - | - | - | - | - | - | - | 10% | 18% | 10% | 0% |
| | 2019 | 21% | 15% | 17% | 12% | - | 6% | 24% | - | - | - | - | - | - | 7% | | 11% | |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 59% | 56% | - | 56% | - | - | - | - | - | - | - | 55% | 61% | 55% | 100% |
| | 2019 | 82% | 82% | 80% | 79% | - | 72% | 94% | - | - | - | - | - | - | 57% | | 76% | |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 24% | 17% | - | 17% | - | - | - | - | - | - | - | 19% | 26% | 19% | 100% |
| | 2019 | 52% | 47% | 34% | 28% | - | 24% | 38% | - | - | - | - | - | - | 23% | | 27% | |
| At Masters Grade Level | 2021 | 18% | 11% | 8% | 6% | - | 6% | - | - | - | - | - | - | - | 5% | 9% | 5% | 0% |
| | 2019 | 26% | 21% | 11% | 8% | - | 6% | 12% | - | - | - | - | - | - | 3% | | 7% | |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 45% | 11% | - | 11% | - | - | - | - | - | - | - | 45% | 46% | 43% | - |
| | 2019 | 81% | 80% | 71% | 78% | - | 71% | 92% | - | - | - | - | - | - | 57% | | 74% | |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 15% | 11% | - | 11% | - | - | - | - | - | - | - | 12% | 17% | 12% | - |
| | 2019 | 54% | 50% | 43% | 43% | - | 31% | 68% | - | - | - | - | - | - | 30% | | 41% | |
| At Masters Grade Level | 2021 | 20% | 12% | 4% | 11% | - | 11% | - | - | - | - | - | - | - | 2% | 4% | 3% | - |
| | 2019 | 25% | 19% | 18% | 15% | - | 7% | 32% | - | - | - | - | - | - | 9% | | 14% | |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 92% | 96% | 100% | - | * | - | 100% | 96% | 100% | 97% | 91% | 96% | 99% |
| Included in Accountability | 83% | 88% | 90% | 81% | 90% | 95% | - | * | - | 100% | 90% | 89% | 95% | 68% | 89% | 91% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 10% | 4% | 5% | - | * | - | 0% | 4% | 9% | 2% | 16% | 5% | 4% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | * | - | 0% | 2% | 2% | 0% | 8% | 2% | 5% |
| Not Tested | 12% | 6% | 4% | 8% | 4% | 0% | - | * | - | 0% | 4% | 0% | 3% | 9% | 4% | 1% |
| Absent | 2% | 2% | 2% | 6% | 2% | 0% | - | * | - | 0% | 3% | 0% | 1% | 4% | 2% | 1% |
| Other | 10% | 4% | 2% | 3% | 2% | 0% | - | * | - | 0% | 2% | 0% | 2% | 5% | 2% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 99% | 100% | 99% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 92% | 83% | 93% | 91% | - | 50% | - | 100% | 92% | 83% | 97% | 73% | 93% | 93% |
| Not Included in Accountability: Mobile | 4% | 3% | 6% | 15% | 5% | 6% | - | 30% | - | 0% | 7% | 18% | 3% | 19% | 5% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 2% | - | 20% | - | 0% | 1% | 0% | 0% | 8% | 2% | 4% |
| Not Tested | 1% | 1% | 0% | 1% | 0% | 1% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 1% | 0% | 1% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.8% | 98.8% | 98.9% | 98.5% | * | * | - | * | 98.7% | 98.8% | 98.9% |
| 2018-19 | 95.4% | 94.4% | 95.6% | 94.4% | 95.7% | 94.7% | - | * | - | * | 94.4% | 95.5% | 96.3% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.3% | 7.5% | 5.1% | 7.3% | * | * | - | * | 5.4% | 5.3% | 5.9% |
| 2018-19 | 11.4% | 15.3% | 11.1% | 16.7% | 10.4% | 14.5% | - | * | - | * | 15.7% | 11.0% | 7.9% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 762 | 100.0% | 50,547 | 5,359,040 | 762 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 359 | 47.1% | 7.0% | 7.4% | 359 | 47.1% | 7.0% | 7.4% |
| Grade 6 | 403 | 52.9% | 7.8% | 7.7% | 403 | 52.9% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 46 | 6.0% | 7.7% | 12.7% | 46 | 6.0% | 7.7% | 12.7% |
| Hispanic | 672 | 88.2% | 83.2% | 52.9% | 672 | 88.2% | 83.2% | 52.9% |
| White | 38 | 5.0% | 5.3% | 26.5% | 38 | 5.0% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.1% | 3.0% | 4.7% | 1 | 0.1% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 5 | 0.7% | 0.7% | 2.7% | 5 | 0.7% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 388 | 50.9% | 48.5% | 48.9% | 388 | 50.9% | 48.5% | 48.9% |
| Male | 374 | 49.1% | 51.5% | 51.1% | 374 | 49.1% | 51.5% | 51.1% |
| Economically Disadvantaged | 665 | 87.3% | 83.8% | 60.3% | 665 | 87.3% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 97 | 12.7% | 16.2% | 39.7% | 97 | 12.7% | 16.3% | 39.8% |
| Section 504 Students | 72 | 9.4% | 5.8% | 7.2% | 72 | 9.4% | 5.7% | 7.2% |
| EB Students/EL | 240 | 31.5% | 30.0% | 20.7% | 240 | 31.5% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 45 | 5.9% | 4.6% | 4.5% | 45 | 5.9% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.7% | 0.8% | 1.1% | 5 | 0.7% | 0.8% | 1.1% |
| Immigrant | 12 | 1.6% | 2.8% | 2.0% | 12 | 1.6% | 2.8% | 2.0% |
| Migrant | 2 | 0.3% | 0.2% | 0.3% | 2 | 0.3% | 0.2% | 0.3% |
| Title I | 762 | 100.0% | 68.6% | 64.5% | 762 | 100.0% | 68.5% | 64.5% |
| Military Connected | 1 | 0.1% | 0.4% | 2.7% | 1 | 0.1% | 0.4% | 2.7% |
| At-Risk | 428 | 56.2% | 58.7% | 49.2% | 428 | 56.2% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 257 | 33.7% | 28.1% | 21.0% | 257 | 33.7% | 28.0% | 20.9% |
| Gifted and Talented Education | 64 | 8.4% | 5.6% | 8.3% | 64 | 8.4% | 5.6% | 8.3% |
| Special Education | 95 | 12.5% | 11.9% | 11.1% | 95 | 12.5% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 95 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 41 | 43.2% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 5 | 5.3% | 18.2% | 21.3% | | | | |
| Students with Autism | 25 | 26.3% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 24 | 25.3% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 110 | 13.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 19 | 2.2% | 2.2% | 2.8% | | | | |
| Hispanic | 83 | 9.8% | 10.6% | 7.1% | | | | |
| White | 6 | 0.7% | 1.0% | 3.1% | | | | |
| American Indian | 1 | 0.1% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.1% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 9 | 8.1% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 34 | 13.3% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 100 | 13.7% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 58 | 14.1% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 17.3 | 17.0 | 19.8 |
| Grade 6 | 21.3 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | 19.5 | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 81.8 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 65.2 | 79.8% | 58.7% | 64.3% |
| Teachers | 54.7 | 66.9% | 45.1% | 49.6% |
| Professional Support | 8.1 | 10.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 2.4 | 2.9% | 2.3% | 3.0% |
| Educational Aides: | 16.6 | 20.2% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 52.7 | 64.4% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 5.5% | 9.9% | 11.1% |
| Hispanic | 29.6 | 54.1% | 38.0% | 28.4% |
| White | 20.1 | 36.7% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 3.7% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 11.0 | 20.1% | 24.8% | 23.8% |
| Females | 43.7 | 79.9% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 42.1 | 76.9% | 75.9% | 73.0% |
| Masters | 12.7 | 23.1% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 5.5% | 5.3% | 6.7% |
| 1-5 Years Experience | 25.9 | 47.3% | 30.1% | 27.8% |
| 6-10 Years Experience | 8.7 | 15.8% | 24.4% | 20.3% |
| 11-20 Years Experience | 13.2 | 24.1% | 28.3% | 29.1% |
| 21-30 Years Experience | 4.0 | 7.3% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.9 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.8 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,669 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,198 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$61,631 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,035 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,348 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,946 | \$60,082 | \$57,641 |
| Professional Support | \$67,308 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$96,200 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.5 | 1.0% | 1.4% | 1.8% |
| Regular Education | 39.2 | 71.6% | 63.3% | 71.0% |
| Special Education | 12.9 | 23.5% | 14.6% | 9.4% |
| Other | 2.2 | 4.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
MARSHALL KENDRICK MIDDLE (101917145) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: NELDA SULLIVAN MIDDLE

Campus Number: 101917146

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 60% | * | 59% | 80% | - | * | - | - | 38% | * | 61% | 55% | 60% | 54% |
| | 2019 | 86% | 84% | 80% | - | 80% | 75% | * | * | - | - | 59% | 78% | 79% | 85% | 80% | 82% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 28% | * | 27% | 40% | - | * | - | - | 27% | * | 28% | 29% | 27% | 21% |
| | 2019 | 54% | 47% | 40% | - | 39% | 63% | * | * | - | - | 33% | 44% | 39% | 41% | 38% | 39% |
| At Masters Grade Level | 2021 | 30% | 17% | 15% | * | 14% | 40% | - | * | - | - | 16% | * | 14% | 19% | 14% | 9% |
| | 2019 | 29% | 21% | 19% | - | 17% | 63% | * | * | - | - | 11% | 22% | 18% | 22% | 18% | 16% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 51% | * | 50% | 60% | - | * | - | - | 46% | * | 53% | 39% | 52% | 50% |
| | 2019 | 90% | 87% | 86% | - | 86% | 88% | * | * | - | - | 81% | 89% | 86% | 89% | 87% | 89% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 21% | * | 19% | 40% | - | * | - | - | 24% | * | 22% | 13% | 21% | 18% |
| | 2019 | 58% | 48% | 42% | - | 41% | 75% | * | * | - | - | 37% | 44% | 44% | 33% | 42% | 43% |
| At Masters Grade Level | 2021 | 25% | 10% | 8% | * | 7% | 20% | - | * | - | - | 19% | * | 8% | 6% | 8% | 6% |
| | 2019 | 36% | 25% | 20% | - | 19% | 50% | * | * | - | - | 26% | 22% | 22% | 11% | 20% | 18% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 57% | * | 56% | 60% | - | * | - | - | 36% | * | 57% | 55% | 57% | 53% |
| | 2019 | 75% | 73% | 72% | - | 72% | 88% | * | * | - | - | 52% | 89% | 74% | 64% | 72% | 71% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 23% | * | 21% | 40% | - | * | - | - | 25% | * | 24% | 17% | 23% | 16% |
| | 2019 | 49% | 44% | 46% | - | 45% | 88% | * | * | - | - | 41% | 33% | 48% | 36% | 46% | 44% |
| At Masters Grade Level | 2021 | 13% | 4% | 6% | * | 5% | 20% | - | * | - | - | 14% | * | 6% | 3% | 6% | 3% |
| | 2019 | 24% | 19% | 22% | - | 21% | 50% | * | * | - | - | 30% | 11% | 23% | 16% | 22% | 19% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 48% | * | 48% | * | - | - | - | - | 20% | * | 47% | 57% | 47% | 26% |
| | 2019 | 68% | 66% | 56% | * | 56% | * | - | - | - | - | 44% | 60% | 56% | 55% | 55% | 51% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 19% | * | 19% | * | - | - | - | - | 17% | * | 19% | 23% | 17% | 6% |
| | 2019 | 37% | 31% | 25% | * | 25% | * | - | - | - | - | 26% | 40% | 26% | 20% | 25% | 22% |
| At Masters Grade Level | 2021 | 15% | 9% | 8% | * | 8% | * | - | - | - | - | 11% | * | 9% | 7% | 7% | 1% |
| | 2019 | 18% | 12% | 6% | * | 7% | * | - | - | - | - | 4% | 40% | 7% | 2% | 6% | 4% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 56% | * | 55% | * | - | - | - | - | 41% | * | 54% | 64% | 55% | 45% |
| | 2019 | 81% | 73% | 71% | * | 71% | * | - | - | - | - | 41% | 80% | 71% | 70% | 71% | 71% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 20% | * | 19% | * | - | - | - | - | 18% | * | 20% | 24% | 19% | 15% |
| | 2019 | 47% | 26% | 23% | * | 23% | * | - | - | - | - | 30% | 60% | 24% | 21% | 23% | 20% |
| At Masters Grade Level | 2021 | 15% | 3% | 4% | * | 3% | * | - | - | - | - | 12% | * | 3% | 7% | 3% | 2% |
| | 2019 | 21% | 6% | 4% | * | 5% | * | - | - | - | - | 15% | 0% | 4% | 5% | 4% | 5% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 86% | - | 86% | - | - | - | - | - | - | - | 86% | * | 84% | * |
| | 2019 | 75% | 76% | 100% | - | 100% | - | - | - | - | - | - | - | 100% | * | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 45% | - | 45% | - | - | - | - | - | - | - | 43% | * | 37% | * |
| | 2019 | 43% | 38% | 71% | - | 71% | - | - | - | - | - | - | - | 71% | * | 69% | 64% |
| At Masters Grade Level | 2021 | 12% | 5% | 0% | - | 0% | - | - | - | - | - | - | - | 0% | * | 0% | * |
| | 2019 | 17% | 9% | 11% | - | 11% | - | - | - | - | - | - | - | 12% | * | 9% | 9% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 100% | 54% | 70% | - | * | - | - | 36% | 54% | 55% | 55% | 55% | 46% |
| | 2019 | 78% | 76% | 74% | * | 74% | 83% | * | * | - | - | 56% | 81% | 74% | 73% | 74% | 73% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 82% | 22% | 39% | - | * | - | - | 22% | 8% | 23% | 22% | 21% | 16% |
| | 2019 | 50% | 45% | 36% | * | 36% | 70% | * | * | - | - | 33% | 43% | 37% | 31% | 36% | 35% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 55% | 7% | 17% | - | * | - | - | 15% | 0% | 8% | 8% | 7% | 5% |
| | 2019 | 24% | 18% | 15% | * | 14% | 43% | * | * | - | - | 17% | 19% | 15% | 11% | 14% | 13% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | * | 53% | 78% | - | * | - | - | 29% | 40% | 54% | 56% | 53% | 41% |
| | 2019 | 75% | 72% | 68% | * | 68% | 82% | * | * | - | - | 52% | 71% | 68% | 70% | 67% | 67% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 24% | * | 23% | 33% | - | * | - | - | 22% | 0% | 23% | 25% | 22% | 14% |
| | 2019 | 48% | 42% | 32% | * | 32% | 55% | * | * | - | - | 30% | 43% | 33% | 31% | 32% | 31% |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | * | 11% | 22% | - | * | - | - | 14% | 0% | 11% | 12% | 11% | 6% |
| | 2019 | 21% | 15% | 13% | * | 12% | 45% | * | * | - | - | 7% | 29% | 13% | 12% | 12% | 10% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 55% | * | 54% | 67% | - | * | - | - | 44% | 40% | 55% | 54% | 55% | 48% |
| | 2019 | 82% | 82% | 80% | * | 80% | 82% | * | * | - | - | 61% | 86% | 80% | 80% | 81% | 82% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 22% | * | 21% | 44% | - | * | - | - | 21% | 0% | 22% | 20% | 20% | 16% |
| | 2019 | 52% | 47% | 36% | * | 35% | 73% | * | * | - | - | 33% | 50% | 37% | 28% | 35% | 34% |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | * | 5% | 11% | - | * | - | - | 15% | 0% | 5% | 7% | 5% | 4% |
| | 2019 | 26% | 21% | 13% | * | 12% | 36% | * | * | - | - | 20% | 14% | 14% | 8% | 13% | 12% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 57% | * | 56% | 60% | - | * | - | - | 36% | * | 57% | 55% | 57% | 53% |
| | 2019 | 81% | 80% | 72% | - | 72% | 88% | * | * | - | - | 52% | 89% | 74% | 64% | 72% | 71% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 23% | * | 21% | 40% | - | * | - | - | 25% | * | 24% | 17% | 23% | 16% |
| | 2019 | 54% | 50% | 46% | - | 45% | 88% | * | * | - | - | 41% | 33% | 48% | 36% | 46% | 44% |
| At Masters Grade Level | 2021 | 20% | 12% | 6% | * | 5% | 20% | - | * | - | - | 14% | * | 6% | 3% | 6% | 3% |
| | 2019 | 25% | 19% | 22% | - | 21% | 50% | * | * | - | - | 30% | 11% | 23% | 16% | 22% | 19% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 78 | * | 78 | 94 | * | * | - | - | 67 | 83 | 78 | 84 | 78 | 83 |
| | 2018 | 80 | 76 | 68 | * | 68 | * | - | - | * | - | 64 | * | 67 | 71 | 67 | 68 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 77 | * | 77 | 81 | * | * | - | - | 88 | 67 | 77 | 77 | 76 | 81 |
| | 2018 | 81 | 74 | 72 | 50 | 73 | * | - | - | * | - | 93 | * | 72 | 68 | 69 | 66 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 43 | * | 43 | * | - | - | - | - | 54 | 80 | 46 | 30 | 44 | 40 |
| | 2018 | 47 | 48 | 49 | * | 48 | 72 | - | - | - | * | 44 | * | 49 | 48 | 48 | 47 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 52 | * | 51 | * | - | - | - | - | 37 | 70 | 53 | 45 | 52 | 53 |
| | 2018 | 56 | 56 | 55 | * | 55 | 43 | - | - | - | * | 50 | * | 56 | 50 | 54 | 57 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 26 | - | 26 | - | - | - | - | - | - | - | 26 | * | 25 | 25 |
| | 2018 | 67 | 65 | 43 | - | 42 | * | - | - | - | - | - | * | 45 | * | 44 | 48 |
| All Grades Both Subjects | 2019 | 69 | 69 | 62 | 67 | 61 | 82 | * | * | - | - | 61 | 75 | 62 | 59 | 62 | 64 |
| | 2018 | 69 | 68 | 60 | 59 | 60 | 54 | - | - | * | * | 59 | 75 | 60 | 58 | 59 | 59 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 61 | * | 61 | 86 | * | * | - | - | 60 | 82 | 62 | 57 | 61 | 62 |
| | 2018 | 69 | 68 | 58 | 69 | 58 | 63 | - | - | * | * | 52 | 100 | 58 | 59 | 57 | 57 |
| All Grades Mathematics | 2019 | 70 | 70 | 63 | * | 62 | 77 | * | * | - | - | 62 | 68 | 63 | 61 | 62 | 65 |
| | 2018 | 70 | 69 | 62 | 50 | 63 | 46 | - | - | * | * | 67 | 50 | 63 | 58 | 61 | 61 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 55% | 71% | - | 67% | - | - | * | - | - | - | - | 45% | 61% | 46% | - |
| | 2019 | 78% | 76% | 74% | 60% | - | 60% | - | - | - | - | - | - | - | 61% | | 60% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 23% | 43% | - | 44% | - | - | * | - | - | - | - | 14% | 28% | 16% | - |
| | 2019 | 50% | 45% | 36% | 18% | - | 18% | - | - | - | - | - | - | - | 25% | | 18% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 33% | - | 39% | - | - | * | - | - | - | - | 4% | 10% | 5% | - |
| | 2019 | 24% | 18% | 15% | 5% | - | 5% | - | - | - | - | - | - | - | 8% | | 6% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 54% | 88% | - | 86% | - | - | * | - | - | - | - | 40% | 63% | 41% | - |
| | 2019 | 75% | 72% | 68% | 50% | - | 50% | - | - | - | - | - | - | - | 55% | | 50% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 24% | 38% | - | 43% | - | - | * | - | - | - | - | 13% | 30% | 14% | - |
| | 2019 | 48% | 42% | 32% | 13% | - | 13% | - | - | - | - | - | - | - | 20% | | 14% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 11% | 38% | - | 43% | - | - | * | - | - | - | - | 4% | 15% | 6% | - |
| | 2019 | 21% | 15% | 13% | 3% | - | 3% | - | - | - | - | - | - | - | 5% | | 3% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 55% | 50% | - | 43% | - | - | * | - | - | - | - | 47% | 60% | 48% | - |
| | 2019 | 82% | 82% | 80% | 72% | - | 72% | - | - | - | - | - | - | - | 65% | | 71% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 22% | 38% | - | 43% | - | - | * | - | - | - | - | 16% | 25% | 16% | - |
| | 2019 | 52% | 47% | 36% | 18% | - | 18% | - | - | - | - | - | - | - | 25% | | 19% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | 38% | - | 43% | - | - | * | - | - | - | - | 3% | 6% | 4% | - |
| | 2019 | 26% | 21% | 13% | 5% | - | 5% | - | - | - | - | - | - | - | 5% | | 5% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 57% | 80% | - | * | - | - | * | - | - | - | - | 52% | 60% | 53% | - |
| | 2019 | 81% | 80% | 72% | 56% | - | 56% | - | - | - | - | - | - | - | 64% | | 56% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 23% | 60% | - | * | - | - | * | - | - | - | - | 14% | 29% | 16% | - |
| | 2019 | 54% | 50% | 46% | 25% | - | 25% | - | - | - | - | - | - | - | 36% | | 26% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 6% | 20% | - | * | - | - | * | - | - | - | - | 3% | 8% | 3% | - |
| | 2019 | 25% | 19% | 22% | 9% | - | 9% | - | - | - | - | - | - | - | 18% | | 10% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 87% | 65% | 87% | 87% | - | * | - | - | 87% | 88% | 88% | 81% | 88% | 91% |
| Included in Accountability | 83% | 88% | 83% | 65% | 84% | 77% | - | * | - | - | 83% | 81% | 85% | 73% | 84% | 84% |
| Not Included in Accountability: Mobile | 3% | 3% | 2% | 0% | 2% | 10% | - | * | - | - | 1% | 0% | 2% | 3% | 2% | 2% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 2% | 0% | 2% | 0% | - | * | - | - | 2% | 6% | 1% | 5% | 1% | 4% |
| Not Tested | 12% | 6% | 13% | 35% | 13% | 13% | - | * | - | - | 13% | 13% | 12% | 19% | 12% | 9% |
| Absent | 2% | 2% | 2% | 6% | 2% | 0% | - | * | - | - | 4% | 13% | 2% | 6% | 2% | 1% |
| Other | 10% | 4% | 10% | 29% | 10% | 13% | - | * | - | - | 9% | 0% | 10% | 12% | 10% | 8% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | * | 100% | 100% | * | * | - | - | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 96% | * | 96% | 91% | * | * | - | - | 94% | 93% | 99% | 83% | 96% | 96% |
| Not Included in Accountability: Mobile | 4% | 3% | 4% | * | 3% | 9% | * | * | - | - | 6% | 8% | 1% | 13% | 3% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 1% | * | 1% | 0% | * | * | - | - | 0% | 0% | 0% | 4% | 1% | 1% |
| Not Tested | 1% | 1% | 0% | * | 0% | 0% | * | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | * | 0% | 0% | * | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | * | 0% | 0% | * | * | - | - | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 99.0% | * | 99.0% | 98.9% | * | * | - | * | 98.9% | 99.0% | 99.2% |
| 2018-19 | 95.4% | 94.4% | 96.3% | * | 96.4% | 95.6% | * | * | - | * | 94.3% | 96.3% | 97.0% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 3.5% | 0.0% | 3.5% | 0.0% | * | * | - | * | 4.0% | 2.9% | 3.8% |
| 2018-19 | 11.4% | 15.3% | 7.5% | 16.7% | 7.5% | 5.6% | * | * | - | * | 16.7% | 7.9% | 5.1% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 615 | 100.0% | 50,547 | 5,359,040 | 615 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 287 | 46.7% | 7.0% | 7.4% | 287 | 46.7% | 7.0% | 7.4% |
| Grade 6 | 328 | 53.3% | 7.8% | 7.7% | 328 | 53.3% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 9 | 1.5% | 7.7% | 12.7% | 9 | 1.5% | 7.7% | 12.7% |
| Hispanic | 592 | 96.3% | 83.2% | 52.9% | 592 | 96.3% | 83.2% | 52.9% |
| White | 12 | 2.0% | 5.3% | 26.5% | 12 | 2.0% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 1 | 0.2% | 3.0% | 4.7% | 1 | 0.2% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 1 | 0.2% | 0.7% | 2.7% | 1 | 0.2% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 293 | 47.6% | 48.5% | 48.9% | 293 | 47.6% | 48.5% | 48.9% |
| Male | 322 | 52.4% | 51.5% | 51.1% | 322 | 52.4% | 51.5% | 51.1% |
| Economically Disadvantaged | 575 | 93.5% | 83.8% | 60.3% | 575 | 93.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 40 | 6.5% | 16.2% | 39.7% | 40 | 6.5% | 16.3% | 39.8% |
| Section 504 Students | 44 | 7.2% | 5.8% | 7.2% | 44 | 7.2% | 5.7% | 7.2% |
| EB Students/EL | 244 | 39.7% | 30.0% | 20.7% | 244 | 39.7% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 3 | 0.4% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 51 | 8.3% | 4.6% | 4.5% | 51 | 8.3% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 5 | 0.8% | 0.8% | 1.1% | 5 | 0.8% | 0.8% | 1.1% |
| Immigrant | 7 | 1.1% | 2.8% | 2.0% | 7 | 1.1% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 615 | 100.0% | 68.6% | 64.5% | 615 | 100.0% | 68.5% | 64.5% |
| Military Connected | 0 | 0.0% | 0.4% | 2.7% | 0 | 0.0% | 0.4% | 2.7% |
| At-Risk | 425 | 69.1% | 58.7% | 49.2% | 425 | 69.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 225 | 36.6% | 28.1% | 21.0% | 225 | 36.6% | 28.0% | 20.9% |
| Gifted and Talented Education | 36 | 5.9% | 5.6% | 8.3% | 36 | 5.9% | 5.6% | 8.3% |
| Special Education | 85 | 13.8% | 11.9% | 11.1% | 85 | 13.8% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 85 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 63 | 74.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | * | * | 18.2% | 21.3% | | | | |
| Students with Autism | 12 | 14.1% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | ** | ** | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 67 | 9.7% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 2 | 0.3% | 2.2% | 2.8% | | | | |
| Hispanic | 62 | 9.0% | 10.6% | 7.1% | | | | |
| White | 3 | 0.4% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 0 | 0.0% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 11 | 14.3% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 19 | 7.9% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 60 | 9.4% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 54 | 15.4% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 19.9 | 17.0 | 19.8 |
| Grade 6 | 22.1 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 66.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 53.5 | 80.9% | 58.7% | 64.3% |
| Teachers | 43.9 | 66.4% | 45.1% | 49.6% |
| Professional Support | 6.6 | 10.0% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 4.5% | 2.3% | 3.0% |
| Educational Aides: | 12.6 | 19.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 36.3 | 55.0% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 6.0 | 13.7% | 9.9% | 11.1% |
| Hispanic | 18.0 | 41.0% | 38.0% | 28.4% |
| White | 16.9 | 38.5% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 2.0 | 4.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 2.3% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 9.0 | 20.5% | 24.8% | 23.8% |
| Females | 34.9 | 79.5% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 34.0 | 77.4% | 75.9% | 73.0% |
| Masters | 9.9 | 22.6% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 2.0 | 4.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.9 | 29.4% | 30.1% | 27.8% |
| 6-10 Years Experience | 20.0 | 45.5% | 24.4% | 20.3% |
| 11-20 Years Experience | 8.0 | 18.2% | 28.3% | 29.1% |
| 21-30 Years Experience | 1.0 | 2.3% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 14.0 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 10.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 10.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.6 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.2 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,534 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,947 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,091 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$57,683 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$65,345 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$58,979 | \$60,082 | \$57,641 |
| Professional Support | \$67,327 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$94,455 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 32.8 | 74.7% | 63.3% | 71.0% |
| Special Education | 11.1 | 25.2% | 14.6% | 9.4% |
| Other | 0.1 | 0.1% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
NELDA SULLIVAN MIDDLE (101917146) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: FRED ROBERTS MIDDLE

Campus Number: 101917147

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 5 Reading+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 73% | 62% | 60% | 44% | 56% | 71% | - | 96% | - | 75% | 30% | 80% | 62% | 50% | 59% | 59% |
| | 2019 | 86% | 84% | 85% | 78% | 85% | 88% | - | 87% | - | * | 67% | 100% | 87% | 79% | 83% | 84% |
| At Meets Grade Level or Above | 2021 | 46% | 31% | 33% | 19% | 30% | 59% | - | 58% | - | 38% | 20% | 60% | 35% | 21% | 32% | 30% |
| | 2019 | 54% | 47% | 49% | 44% | 48% | 50% | - | 73% | - | * | 40% | 56% | 54% | 38% | 48% | 50% |
| At Masters Grade Level | 2021 | 30% | 17% | 20% | 13% | 16% | 47% | - | 42% | - | 13% | 3% | 60% | 22% | 10% | 18% | 15% |
| | 2019 | 29% | 21% | 25% | 22% | 24% | 19% | - | 47% | - | * | 12% | 33% | 30% | 12% | 24% | 29% |
| Grade 5 Mathematics+ | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 70% | 58% | 64% | 41% | 63% | 71% | - | 92% | - | 63% | 43% | 60% | 66% | 52% | 62% | 63% |
| | 2019 | 90% | 87% | 96% | 88% | 97% | 94% | - | 100% | - | * | 86% | 89% | 97% | 92% | 95% | 97% |
| At Meets Grade Level or Above | 2021 | 44% | 25% | 34% | 9% | 31% | 41% | - | 71% | - | 50% | 20% | 60% | 35% | 29% | 32% | 29% |
| | 2019 | 58% | 48% | 56% | 31% | 58% | 44% | - | 87% | - | * | 38% | 67% | 63% | 38% | 55% | 64% |
| At Masters Grade Level | 2021 | 25% | 10% | 15% | 0% | 12% | 24% | - | 46% | - | 38% | 3% | 40% | 16% | 12% | 14% | 10% |
| | 2019 | 36% | 25% | 29% | 13% | 30% | 19% | - | 67% | - | * | 19% | 22% | 33% | 17% | 28% | 37% |
| Grade 5 Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 49% | 52% | 29% | 50% | 65% | - | 83% | - | 63% | 26% | 100% | 53% | 44% | 50% | 49% |
| | 2019 | 75% | 73% | 77% | 69% | 77% | 73% | - | 93% | - | * | 60% | 89% | 80% | 67% | 75% | 78% |
| At Meets Grade Level or Above | 2021 | 31% | 16% | 21% | 6% | 15% | 59% | - | 54% | - | 38% | 21% | 40% | 23% | 15% | 19% | 16% |
| | 2019 | 49% | 44% | 50% | 31% | 51% | 33% | - | 87% | - | * | 38% | 44% | 57% | 32% | 48% | 55% |
| At Masters Grade Level | 2021 | 13% | 4% | 7% | 0% | 4% | 29% | - | 21% | - | 0% | 3% | 40% | 6% | 7% | 5% | 1% |
| | 2019 | 24% | 19% | 24% | 16% | 24% | 20% | - | 40% | - | * | 14% | 0% | 27% | 16% | 22% | 25% |
| Grade 6 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 53% | 63% | 54% | 62% | 57% | - | 92% | * | 60% | 26% | * | 64% | 62% | 60% | 46% |
| | 2019 | 68% | 66% | 75% | 75% | 72% | 85% | - | 100% | - | * | 48% | 86% | 77% | 69% | 74% | 71% |
| At Meets Grade Level or Above | 2021 | 32% | 24% | 31% | 15% | 31% | 57% | - | 50% | * | 40% | 15% | * | 33% | 21% | 28% | 12% |
| | 2019 | 37% | 31% | 45% | 41% | 42% | 50% | - | 85% | - | * | 28% | 29% | 47% | 38% | 45% | 38% |
| At Masters Grade Level | 2021 | 15% | 9% | 13% | 5% | 13% | 14% | - | 25% | * | 20% | 3% | * | 14% | 8% | 11% | 0% |
| | 2019 | 18% | 12% | 22% | 18% | 18% | 20% | - | 60% | - | * | 4% | 14% | 24% | 14% | 21% | 19% |
| Grade 6 Mathematics | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 68% | 56% | 69% | 42% | 72% | * | - | 92% | * | * | 47% | * | 70% | 64% | 65% | 67% |
| | 2019 | 81% | 73% | 87% | 81% | 87% | 100% | - | 100% | - | * | 78% | 100% | 89% | 82% | 86% | 86% |
| At Meets Grade Level or Above | 2021 | 36% | 18% | 28% | 8% | 30% | * | - | 46% | * | * | 26% | * | 30% | 21% | 25% | 20% |
| | 2019 | 47% | 26% | 41% | 38% | 40% | 29% | - | 100% | - | * | 30% | 40% | 43% | 34% | 43% | 41% |
| At Masters Grade Level | 2021 | 15% | 3% | 9% | 0% | 11% | * | - | 23% | * | * | 6% | * | 9% | 11% | 9% | 4% |
| | 2019 | 21% | 6% | 10% | 3% | 10% | 14% | - | 60% | - | * | 17% | 0% | 10% | 9% | 10% | 12% |
| Grade 7 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 55% | 48% | 98% | 80% | 100% | * | - | 100% | - | * | - | * | 100% | * | 98% | * |
| | 2019 | 75% | 76% | 100% | 100% | 100% | 100% | - | 100% | - | - | * | * | 100% | 100% | 100% | 100% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 87% | 80% | 85% | * | - | 100% | - | * | - | * | 91% | * | 88% | * |
| | 2019 | 43% | 38% | 95% | 86% | 94% | 100% | - | 100% | - | - | * | * | 94% | 100% | 95% | 93% |
| At Masters Grade Level | 2021 | 12% | 5% | 43% | 40% | 33% | * | - | 64% | - | * | - | * | 44% | * | 39% | * |
| | 2019 | 17% | 9% | 44% | 29% | 38% | 50% | - | 67% | - | - | * | * | 47% | 22% | 41% | 36% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 63% | 44% | 62% | 71% | - | 92% | * | 68% | 34% | 78% | 64% | 55% | 60% | 57% |
| | 2019 | 78% | 76% | 85% | 79% | 84% | 89% | - | 96% | - | 100% | 69% | 93% | 87% | 78% | 84% | 84% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 32% | 14% | 29% | 57% | - | 61% | * | 38% | 20% | 43% | 34% | 22% | 29% | 23% |
| | 2019 | 50% | 45% | 51% | 39% | 50% | 46% | - | 87% | - | 100% | 36% | 49% | 55% | 38% | 50% | 52% |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | 5% | 12% | 29% | - | 35% | * | 18% | 3% | 39% | 15% | 10% | 12% | 7% |
| | 2019 | 24% | 18% | 24% | 15% | 23% | 21% | - | 56% | - | 38% | 14% | 17% | 27% | 14% | 23% | 26% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | 49% | 59% | 67% | - | 94% | * | 69% | 28% | 78% | 63% | 56% | 60% | 53% |
| | 2019 | 75% | 72% | 80% | 76% | 78% | 86% | - | 94% | - | 100% | 60% | 94% | 81% | 74% | 79% | 78% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 32% | 16% | 30% | 58% | - | 54% | * | 38% | 18% | 44% | 35% | 21% | 30% | 22% |
| | 2019 | 48% | 42% | 47% | 42% | 45% | 50% | - | 80% | - | 100% | 36% | 44% | 50% | 38% | 47% | 44% |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | 8% | 14% | 38% | - | 33% | * | 15% | 3% | 44% | 18% | 9% | 14% | 9% |
| | 2019 | 21% | 15% | 23% | 20% | 21% | 19% | - | 54% | - | 60% | 9% | 25% | 27% | 13% | 23% | 24% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 69% | 44% | 70% | 79% | - | 94% | * | 69% | 45% | 67% | 71% | 59% | 66% | 65% |
| | 2019 | 82% | 82% | 93% | 86% | 93% | 97% | - | 100% | - | 100% | 84% | 94% | 95% | 89% | 92% | 94% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 37% | 30% | 36% | 14% | 35% | 54% | - | 71% | * | 38% | 23% | 44% | 38% | 26% | 34% | 27% |
| | 2019 | 52% | 47% | 55% | 39% | 55% | 47% | - | 94% | - | 100% | 36% | 56% | 60% | 40% | 55% | 59% |
| At Masters Grade Level | 2021 | 18% | 11% | 15% | 3% | 13% | 21% | - | 44% | * | 31% | 4% | 33% | 16% | 12% | 14% | 9% |
| | 2019 | 26% | 21% | 24% | 9% | 23% | 22% | - | 66% | - | 20% | 18% | 19% | 27% | 14% | 23% | 28% |
| All Grades Science | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 52% | 29% | 50% | 65% | - | 83% | - | 63% | 26% | 100% | 53% | 44% | 50% | 49% |
| | 2019 | 81% | 80% | 77% | 69% | 77% | 73% | - | 93% | - | * | 60% | 89% | 80% | 67% | 75% | 78% |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 21% | 6% | 15% | 59% | - | 54% | - | 38% | 21% | 40% | 23% | 15% | 19% | 16% |
| | 2019 | 54% | 50% | 50% | 31% | 51% | 33% | - | 87% | - | * | 38% | 44% | 57% | 32% | 48% | 55% |
| At Masters Grade Level | 2021 | 20% | 12% | 7% | 0% | 4% | 29% | - | 21% | - | 0% | 3% | 40% | 6% | 7% | 5% | 1% |
| | 2019 | 25% | 19% | 24% | 16% | 24% | 20% | - | 40% | - | * | 14% | 0% | 27% | 16% | 22% | 25% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Twoor More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 5 ELA/Reading | 2019 | 81 | 78 | 81 | 91 | 77 | 91 | - | 100 | - | * | 80 | 94 | 81 | 81 | 81 | 77 |
| | 2018 | 80 | 76 | 79 | 74 | 77 | 95 | - | 84 | * | * | 84 | 85 | 80 | 74 | 77 | 80 |
| Grade 5 Mathematics | 2019 | 83 | 76 | 93 | 91 | 93 | 84 | - | 100 | - | * | 96 | 94 | 94 | 90 | 92 | 93 |
| | 2018 | 81 | 74 | 79 | 78 | 80 | 89 | - | 64 | * | * | 80 | 75 | 78 | 85 | 80 | 75 |
| Grade 6 ELA/Reading | 2019 | 42 | 42 | 54 | 49 | 53 | 55 | - | 75 | - | * | 30 | 36 | 56 | 47 | 53 | 54 |
| | 2018 | 47 | 48 | 53 | 63 | 50 | 53 | * | 63 | - | 30 | 38 | * | 54 | 48 | 52 | 51 |
| Grade 6 Mathematics | 2019 | 54 | 50 | 66 | 56 | 66 | 69 | - | 100 | - | * | 64 | 100 | 67 | 61 | 66 | 69 |
| | 2018 | 56 | 56 | 66 | 60 | 67 | 56 | * | 70 | - | * | 71 | * | 69 | 58 | 65 | 70 |
| Grade 7 Mathematics | 2019 | 62 | 57 | 65 | 75 | 61 | 50 | - | 80 | - | - | * | * | 70 | 25 | 61 | 57 |
| | 2018 | 67 | 65 | 53 | 40 | 53 | 43 | - | 68 | - | * | - | - | 57 | 25 | 55 | 50 |
| All Grades Both Subjects | 2019 | 69 | 69 | 73 | 70 | 72 | 72 | - | 89 | - | 95 | 74 | 80 | 74 | 71 | 73 | 74 |
| | 2018 | 69 | 68 | 69 | 69 | 68 | 74 | * | 70 | * | 64 | 68 | 75 | 69 | 67 | 68 | 68 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 67 | 67 | 65 | 71 | - | 86 | - | 90 | 62 | 69 | 68 | 66 | 67 | 67 |
| | 2018 | 69 | 68 | 66 | 69 | 64 | 76 | * | 73 | * | 56 | 61 | 79 | 67 | 63 | 65 | 66 |
| All Grades Mathematics | 2019 | 70 | 70 | 79 | 72 | 79 | 73 | - | 91 | - | 100 | 85 | 91 | 80 | 75 | 79 | 80 |
| | 2018 | 70 | 69 | 72 | 69 | 73 | 72 | * | 66 | * | 72 | 76 | 71 | 72 | 71 | 72 | 70 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content- Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|----------------|-------|----------|------------|---------------------------------|---------------------------|-----------------------|--------------------|--------------------|---------------------------------|--------------|--------------------------|-----------------|------------------------|-------------------------------------|----------------|-----------------------------|-----------------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 63% | * | - | * | - | - | - | - | - | - | - | 57% | 65% | 57% | - |
| | 2019 | 78% | 76% | 85% | 71% | - | 71% | - | - | - | 83% | - | 83% | - | 72% | | 72% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 32% | * | - | * | - | - | - | - | - | - | - | 23% | 35% | 23% | - |
| | 2019 | 50% | 45% | 51% | 28% | - | 28% | - | - | - | 56% | - | 56% | - | 36% | | 31% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 14% | * | - | * | - | - | - | - | - | - | - | 7% | 17% | 7% | - |
| | 2019 | 24% | 18% | 24% | 9% | - | 9% | - | - | - | 11% | - | 11% | - | 14% | | 10% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 62% | * | - | * | - | - | - | - | - | - | - | 53% | 65% | 53% | - |
| | 2019 | 75% | 72% | 80% | 59% | - | 59% | - | - | - | 71% | - | 71% | - | 60% | | 60% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 32% | * | - | * | - | - | - | - | - | - | - | 23% | 36% | 22% | - |
| | 2019 | 48% | 42% | 47% | 18% | - | 18% | - | - | - | 43% | - | 43% | - | 15% | | 19% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 16% | * | - | * | - | - | - | - | - | - | - | 9% | 19% | 9% | - |
| | 2019 | 21% | 15% | 23% | 3% | - | 3% | - | - | - | 14% | - | 14% | - | 10% | | 5% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 69% | * | - | * | - | - | - | - | - | - | - | 65% | 70% | 65% | - |
| | 2019 | 82% | 82% | 93% | 90% | - | 90% | - | - | - | 100% | - | 100% | - | 85% | | 90% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 36% | * | - | * | - | - | - | - | - | - | - | 27% | 40% | 27% | - |
| | 2019 | 52% | 47% | 55% | 34% | - | 34% | - | - | - | 71% | - | 71% | - | 55% | | 40% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 15% | * | - | * | - | - | - | - | - | - | - | 9% | 18% | 9% | - |
| | 2019 | 26% | 21% | 24% | 12% | - | 12% | - | - | - | 14% | - | 14% | - | 20% | | 13% | - |
| All Grades Science | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 71% | 65% | 52% | - | - | - | - | - | - | - | - | - | - | 49% | 53% | 49% | - |
| | 2019 | 81% | 80% | 77% | 58% | - | 58% | - | - | - | * | - | * | - | 70% | | 61% | - |
| At Meets Grade Level or Above | 2021 | 44% | 35% | 21% | - | - | - | - | - | - | - | - | - | - | 16% | 24% | 16% | - |
| | 2019 | 54% | 50% | 50% | 35% | - | 35% | - | - | - | * | - | * | - | 40% | | 36% | - |
| At Masters Grade Level | 2021 | 20% | 12% | 7% | - | - | - | - | - | - | - | - | - | - | 1% | 9% | 1% | - |
| | 2019 | 25% | 19% | 24% | 13% | - | 13% | - | - | - | * | - | * | - | 10% | | 12% | - |

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- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 96% | 97% | 97% | 91% | - | 98% | * | 84% | 89% | 88% | 96% | 97% | 96% | 99% |
| Included in Accountability | 83% | 88% | 85% | 89% | 85% | 82% | - | 88% | * | 77% | 86% | 88% | 94% | 60% | 85% | 77% |
| Not Included in Accountability: Mobile | 3% | 3% | 5% | 8% | 5% | 6% | - | 1% | * | 7% | 3% | 0% | 2% | 15% | 5% | 3% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 6% | 1% | 7% | 3% | - | 9% | * | 0% | 1% | 0% | 0% | 22% | 6% | 19% |
| Not Tested | 12% | 6% | 4% | 3% | 3% | 9% | - | 2% | * | 16% | 11% | 12% | 4% | 3% | 4% | 1% |
| Absent | 2% | 2% | 0% | 1% | 0% | 0% | - | 0% | * | 0% | 0% | 0% | 0% | 1% | 0% | 0% |
| Other | 10% | 4% | 4% | 3% | 3% | 9% | - | 2% | * | 16% | 10% | 12% | 4% | 3% | 4% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 100% | 100% | 100% | 100% | - | 100% | - | 100% | 100% | 100% | 100% | 100% | 100% | 100% |
| Included in Accountability | 94% | 94% | 91% | 88% | 91% | 94% | - | 90% | - | 81% | 88% | 93% | 96% | 77% | 92% | 91% |
| Not Included in Accountability: Mobile | 4% | 3% | 8% | 12% | 7% | 6% | - | 2% | - | 19% | 11% | 7% | 3% | 18% | 7% | 5% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 2% | 0% | 2% | 0% | - | 7% | - | 0% | 1% | 0% | 0% | 5% | 2% | 4% |
| Not Tested | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Absent | 1% | 1% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |
| Other | 0% | 0% | 0% | 0% | 0% | 0% | - | 0% | - | 0% | 0% | 0% | 0% | 0% | 0% | 0% |

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- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|---------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.9% | 98.1% | 99.0% | 97.6% | | * 99.8% | * | 98.7% | 98.6% | 98.8% | 99.1% |
| 2018-19 | 95.4% | 94.4% | 96.2% | 95.3% | 96.3% | 95.6% | | - 98.8% | - | * | 95.1% | 96.2% | 96.7% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 5.5% | 12.2% | 4.2% | 14.7% | | * 0.0% | * | 0.0% | 9.5% | 5.7% | 5.0% |
| 2018-19 | 11.4% | 15.3% | 9.6% | 19.6% | 7.7% | 14.0% | | - 0.0% | - | 33.3% | 14.9% | 9.8% | 6.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

Texas Education Agency
2020-21 College, Career, and Military Readiness (CCMR) (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Total Students | 599 | 100.0% | 50,547 | 5,359,040 | 600 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 0 | 0.0% | 0.3% | 0.3% | 0 | 0.0% | 0.3% | 0.4% |
| Pre-Kindergarten | 0 | 0.0% | 3.8% | 3.7% | 0 | 0.0% | 3.7% | 3.7% |
| Kindergarten | 0 | 0.0% | 6.4% | 6.7% | 0 | 0.0% | 6.4% | 6.7% |
| Grade 1 | 0 | 0.0% | 6.8% | 7.1% | 0 | 0.0% | 6.8% | 7.1% |
| Grade 2 | 0 | 0.0% | 6.7% | 7.1% | 0 | 0.0% | 6.7% | 7.1% |
| Grade 3 | 0 | 0.0% | 6.9% | 7.1% | 0 | 0.0% | 6.9% | 7.1% |
| Grade 4 | 0 | 0.0% | 7.1% | 7.2% | 0 | 0.0% | 7.1% | 7.2% |
| Grade 5 | 296 | 49.4% | 7.0% | 7.4% | 296 | 49.3% | 7.0% | 7.4% |
| Grade 6 | 303 | 50.6% | 7.8% | 7.7% | 304 | 50.7% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 82 | 13.7% | 7.7% | 12.7% | 83 | 13.8% | 7.7% | 12.7% |
| Hispanic | 418 | 69.8% | 83.2% | 52.9% | 418 | 69.7% | 83.2% | 52.9% |
| White | 34 | 5.7% | 5.3% | 26.5% | 34 | 5.7% | 5.3% | 26.5% |
| American Indian | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |
| Asian | 51 | 8.5% | 3.0% | 4.7% | 51 | 8.5% | 3.0% | 4.7% |
| Pacific Islander | 4 | 0.7% | 0.1% | 0.2% | 4 | 0.7% | 0.1% | 0.2% |
| Two or More Races | 10 | 1.7% | 0.7% | 2.7% | 10 | 1.7% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 294 | 49.1% | 48.5% | 48.9% | 294 | 49.0% | 48.5% | 48.9% |
| Male | 305 | 50.9% | 51.5% | 51.1% | 306 | 51.0% | 51.5% | 51.1% |
| Economically Disadvantaged | 506 | 84.5% | 83.8% | 60.3% | 507 | 84.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 93 | 15.5% | 16.2% | 39.7% | 93 | 15.5% | 16.3% | 39.8% |
| Section 504 Students | 47 | 7.8% | 5.8% | 7.2% | 47 | 7.8% | 5.7% | 7.2% |
| EB Students/EL | 180 | 30.1% | 30.0% | 20.7% | 180 | 30.0% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 4 | 0.6% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 46 | 7.7% | 4.6% | 4.5% | 46 | 7.7% | 4.6% | 4.5% |
| Foster Care | 0 | 0.0% | 0.1% | 0.3% | 0 | 0.0% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 6 | 1.0% | 0.8% | 1.1% | 6 | 1.0% | 0.8% | 1.1% |
| Immigrant | 14 | 2.3% | 2.8% | 2.0% | 14 | 2.3% | 2.8% | 2.0% |
| Migrant | 0 | 0.0% | 0.2% | 0.3% | 0 | 0.0% | 0.2% | 0.3% |
| Title I | 599 | 100.0% | 68.6% | 64.5% | 600 | 100.0% | 68.5% | 64.5% |
| Military Connected | 3 | 0.5% | 0.4% | 2.7% | 3 | 0.5% | 0.4% | 2.7% |
| At-Risk | 302 | 50.4% | 58.7% | 49.2% | 303 | 50.5% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 152 | 25.4% | 28.1% | 21.0% | 152 | 25.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 54 | 9.0% | 5.6% | 8.3% | 54 | 9.0% | 5.6% | 8.3% |
| Special Education | 87 | 14.5% | 11.9% | 11.1% | 88 | 14.7% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 87 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 47 | 54.0% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 5 | 5.7% | 18.2% | 21.3% | | | | |
| Students with Autism | 17 | 19.5% | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | 18 | 20.7% | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | 0 | 0.0% | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 70 | 10.6% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 21 | 3.2% | 2.2% | 2.8% | | | | |
| Hispanic | 40 | 6.1% | 10.6% | 7.1% | | | | |
| White | 6 | 0.9% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 2 | 0.3% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.2% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 3.2% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 18 | 10.1% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 60 | 11.1% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 30 | 9.9% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| Student Information | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|---------------------------------|----------|-------|-------------------------------|----------|-------|
| | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | - | 0.2% | 1.4% | - | 0.8% | 4.8% |
| Grade 1 | - | 8.0% | 1.9% | - | 8.8% | 3.2% |
| Grade 2 | - | 2.8% | 1.0% | - | 1.8% | 1.4% |
| Grade 3 | - | 1.3% | 0.5% | - | 0.0% | 0.6% |
| Grade 4 | - | 0.2% | 0.3% | - | 0.4% | 0.4% |
| Grade 5 | 0.0% | 0.2% | 0.2% | 0.0% | 0.0% | 0.3% |
| Grade 6 | 0.0% | 0.1% | 0.2% | 0.0% | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | - | 17.4 | 17.7 |
| Grade 1 | - | 17.9 | 18.0 |
| Grade 2 | - | 16.4 | 18.0 |
| Grade 3 | - | 17.4 | 18.2 |
| Grade 4 | - | 16.8 | 18.3 |
| Grade 5 | 19.2 | 17.0 | 19.8 |
| Grade 6 | 18.7 | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 72.1 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 57.3 | 79.4% | 58.7% | 64.3% |
| Teachers | 45.3 | 62.7% | 45.1% | 49.6% |
| Professional Support | 9.0 | 12.5% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 3.0 | 4.2% | 2.3% | 3.0% |
| Educational Aides: | 14.8 | 20.6% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 2.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 45.9 | 63.6% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 3.0 | 6.6% | 9.9% | 11.1% |
| Hispanic | 19.0 | 42.0% | 38.0% | 28.4% |
| White | 20.2 | 44.7% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 3.0 | 6.6% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 0.0 | 0.0% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 10.2 | 22.6% | 24.8% | 23.8% |
| Females | 35.0 | 77.4% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 38.2 | 84.5% | 75.9% | 73.0% |
| Masters | 7.0 | 15.5% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 3.0 | 6.6% | 5.3% | 6.7% |
| 1-5 Years Experience | 17.0 | 37.6% | 30.1% | 27.8% |
| 6-10 Years Experience | 12.0 | 26.6% | 24.4% | 20.3% |
| 11-20 Years Experience | 11.2 | 24.8% | 28.3% | 29.1% |
| 21-30 Years Experience | 2.0 | 4.4% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 13.2 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 4.5 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 4.5 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.9 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 6.5 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,534 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$57,492 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,614 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$63,243 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$66,931 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$60,102 | \$60,082 | \$57,641 |
| Professional Support | \$62,928 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$93,271 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 0.0 | 0.0% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 1.1 | 2.4% | 1.4% | 1.8% |
| Regular Education | 29.6 | 65.3% | 63.3% | 71.0% |
| Special Education | 12.8 | 28.2% | 14.6% | 9.4% |
| Other | 1.8 | 4.1% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
FRED ROBERTS MIDDLE (101917147) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2020-21 Texas Academic Performance Report (TAPR)

District Name: PASADENA ISD

Campus Name: THOMAS HANCOCK EL

Campus Number: 101917148

2021 Accountability Rating: Not Rated: Declared State of Disaster

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Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------------------------------------|----------------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| STAAR Performance Rates by Tested Grade, Subject, and Performance Level | | | | | | | | | | | | | | | | | |
| Grade 3 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 59% | 63% | 45% | 64% | * | - | * | - | - | 38% | - | 65% | 55% | 58% | 61% |
| | 2019 | 76% | 80% | 73% | 76% | 67% | * | - | * | - | - | 33% | - | 73% | 74% | 72% | 63% |
| At Meets Grade Level or Above | 2021 | 39% | 27% | 39% | 27% | 42% | * | - | * | - | - | 13% | - | 43% | 27% | 33% | 39% |
| | 2019 | 45% | 42% | 32% | 24% | 31% | * | - | * | - | - | 33% | - | 30% | 37% | 33% | 32% |
| At Masters Grade Level | 2021 | 19% | 12% | 20% | 0% | 25% | * | - | * | - | - | 13% | - | 20% | 18% | 13% | 22% |
| | 2019 | 27% | 23% | 19% | 12% | 17% | * | - | * | - | - | 17% | - | 15% | 26% | 19% | 21% |
| Grade 3 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 62% | 51% | 43% | 18% | 53% | * | - | * | - | - | 13% | - | 45% | 36% | 40% | 43% |
| | 2019 | 79% | 78% | 77% | 78% | 75% | * | - | * | - | - | 33% | - | 75% | 80% | 76% | 74% |
| At Meets Grade Level or Above | 2021 | 31% | 18% | 10% | 9% | 11% | * | - | * | - | - | 0% | - | 13% | 0% | 10% | 13% |
| | 2019 | 49% | 41% | 33% | 28% | 33% | * | - | * | - | - | 17% | - | 30% | 40% | 33% | 26% |
| At Masters Grade Level | 2021 | 14% | 6% | 2% | 0% | 3% | * | - | * | - | - | 0% | - | 3% | 0% | 0% | 4% |
| | 2019 | 25% | 17% | 12% | 6% | 14% | * | - | * | - | - | 17% | - | 13% | 10% | 9% | 16% |
| Grade 4 Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 63% | 54% | 52% | 47% | 51% | * | - | * | - | - | 14% | - | 50% | 55% | 50% | 50% |
| | 2019 | 75% | 77% | 67% | 50% | 74% | - | - | * | - | - | 29% | - | 76% | 52% | 67% | 74% |
| At Meets Grade Level or Above | 2021 | 36% | 25% | 23% | 24% | 22% | * | - | * | - | - | 14% | - | 19% | 30% | 21% | 31% |
| | 2019 | 44% | 41% | 28% | 20% | 30% | - | - | * | - | - | 14% | - | 29% | 26% | 26% | 26% |
| At Masters Grade Level | 2021 | 17% | 8% | 7% | 0% | 8% | * | - | * | - | - | 0% | - | 8% | 5% | 4% | 13% |
| | 2019 | 22% | 17% | 11% | 10% | 9% | - | - | * | - | - | 0% | - | 15% | 4% | 10% | 13% |
| Grade 4 Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 59% | 50% | 43% | 47% | 43% | * | - | * | - | - | 14% | - | 44% | 40% | 42% | 31% |
| | 2019 | 75% | 75% | 48% | 25% | 58% | - | - | * | - | - | 29% | - | 59% | 30% | 47% | 57% |
| At Meets Grade Level or Above | 2021 | 36% | 21% | 13% | 24% | 8% | * | - | * | - | - | 0% | - | 11% | 15% | 10% | 6% |
| | 2019 | 48% | 40% | 14% | 10% | 14% | - | - | * | - | - | 14% | - | 17% | 9% | 14% | 17% |
| At Masters Grade Level | 2021 | 21% | 10% | 7% | 18% | 3% | * | - | * | - | - | 0% | - | 3% | 15% | 6% | 0% |
| | 2019 | 28% | 18% | 9% | 10% | 7% | - | - | * | - | - | 0% | - | 10% | 9% | 9% | 9% |
| Grade 4 Writing | | | | | | | | | | | | | | | | | |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|------------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Approaches Grade Level or Above | 2021 | 53% | 47% | 49% | 50% | 46% | * | - | * | - | - | 14% | - | 41% | 65% | 47% | 44% |
| | 2019 | 67% | 66% | 55% | 40% | 60% | - | - | * | - | - | 29% | - | 66% | 35% | 52% | 52% |
| At Meets Grade Level or Above | 2021 | 27% | 18% | 11% | 11% | 8% | * | - | * | - | - | 0% | - | 5% | 20% | 8% | 6% |
| | 2019 | 35% | 30% | 25% | 30% | 21% | - | - | * | - | - | 29% | - | 29% | 17% | 24% | 22% |
| At Masters Grade Level | 2021 | 8% | 4% | 4% | 0% | 5% | * | - | * | - | - | 0% | - | 3% | 5% | 0% | 6% |
| | 2019 | 11% | 8% | 3% | 5% | 0% | - | - | * | - | - | 0% | - | 2% | 4% | 3% | 4% |
| All Grades All Subjects | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | 43% | 51% | 56% | - | 80% | - | - | 19% | - | 49% | 51% | 47% | 47% |
| | 2019 | 78% | 76% | 64% | 53% | 67% | * | - | 100% | - | - | 30% | - | 69% | 53% | 63% | 64% |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 19% | 18% | 11% | - | 60% | - | - | 5% | - | 19% | 20% | 16% | 20% |
| | 2019 | 50% | 45% | 26% | 22% | 25% | * | - | 89% | - | - | 21% | - | 27% | 25% | 26% | 24% |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 4% | 9% | 0% | - | 40% | - | - | 3% | - | 7% | 9% | 4% | 10% |
| | 2019 | 24% | 18% | 11% | 8% | 9% | * | - | 67% | - | - | 6% | - | 11% | 10% | 10% | 12% |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 57% | 46% | 58% | * | - | * | - | - | 27% | - | 58% | 55% | 53% | 56% |
| | 2019 | 75% | 72% | 70% | 62% | 71% | * | - | * | - | - | 31% | - | 74% | 62% | 70% | 69% |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 25% | 32% | * | - | * | - | - | 13% | - | 32% | 29% | 26% | 36% |
| | 2019 | 48% | 42% | 30% | 22% | 30% | * | - | * | - | - | 23% | - | 30% | 31% | 29% | 29% |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 0% | 16% | * | - | * | - | - | 7% | - | 14% | 10% | 8% | 18% |
| | 2019 | 21% | 15% | 15% | 11% | 13% | * | - | * | - | - | 8% | - | 15% | 14% | 14% | 17% |
| All Grades Mathematics | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 43% | 36% | 48% | * | - | * | - | - | 13% | - | 45% | 39% | 41% | 38% |
| | 2019 | 82% | 82% | 62% | 50% | 66% | * | - | * | - | - | 31% | - | 67% | 53% | 61% | 64% |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 11% | 18% | 10% | * | - | * | - | - | 0% | - | 12% | 10% | 10% | 10% |
| | 2019 | 52% | 47% | 23% | 18% | 23% | * | - | * | - | - | 15% | - | 23% | 23% | 23% | 21% |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | 11% | 3% | * | - | * | - | - | 0% | - | 3% | 10% | 3% | 3% |
| | 2019 | 26% | 21% | 10% | 8% | 10% | * | - | * | - | - | 8% | - | 11% | 9% | 9% | 12% |
| All Grades Writing | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 49% | 50% | 46% | * | - | * | - | - | 14% | - | 41% | 65% | 47% | 44% |
| | 2019 | 68% | 66% | 55% | 40% | 60% | - | - | * | - | - | 29% | - | 66% | 35% | 52% | 52% |

Texas Education Agency
2020-21 STAAR Performance (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|-------------------------------|-------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| At Meets Grade Level or Above | 2021 | 30% | 20% | 11% | 11% | 8% | * | - | * | - | - | 0% | - | 5% | 20% | 8% | 6% |
| | 2019 | 38% | 32% | 25% | 30% | 21% | - | - | * | - | - | 29% | - | 29% | 17% | 24% | 22% |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 0% | 5% | * | - | * | - | - | 0% | - | 3% | 5% | 0% | 6% |
| | 2019 | 14% | 10% | 3% | 5% | 0% | - | - | * | - | - | 0% | - | 2% | 4% | 3% | 4% |

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency
2018-19 Progress (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

| | School Year | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continu- ously Enrolled | Non- Continu- ously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|----------------------------------------------------------------------------|----------------|-------|----------|-----------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------------------|---------------------------|-------------------------------|---------------------------------------|----------------|--------------------------------------|
| School Progress Domain - Academic Growth Score by Grade and Subject | | | | | | | | | | | | | | | | | |
| Grade 4 ELA/Reading | 2019 | 61 | 66 | 59 | 61 | 57 | - | - | * | - | - | 36 | - | 76 | 36 | 61 | * |
| | 2018 | 63 | 61 | 64 | 66 | 58 | * | - | * | - | - | * | - | 59 | 73 | 64 | * |
| Grade 4 Mathematics | 2019 | 65 | 61 | 38 | 29 | 41 | - | - | * | - | - | 21 | - | 37 | 41 | 36 | 43 |
| | 2018 | 65 | 61 | 57 | 48 | 62 | * | - | * | - | - | 50 | * | 56 | 58 | 57 | 55 |
| All Grades Both Subjects | 2019 | 69 | 69 | 47 | 45 | 46 | - | - | * | - | - | 29 | - | 52 | 39 | 46 | 46 |
| | 2018 | 69 | 68 | 60 | 57 | 60 | * | - | 64 | - | - | 60 | * | 57 | 64 | 60 | 63 |
| All Grades ELA/Reading | 2019 | 68 | 68 | 59 | 61 | 57 | - | - | * | - | - | 36 | - | 76 | 36 | 61 | * |
| | 2018 | 69 | 68 | 64 | 66 | 58 | * | - | * | - | - | * | - | 59 | 73 | 64 | * |
| All Grades Mathematics | 2019 | 70 | 70 | 38 | 29 | 41 | - | - | * | - | - | 21 | - | 37 | 41 | 36 | 43 |
| | 2018 | 70 | 69 | 57 | 48 | 62 | * | - | * | - | - | 50 | * | 56 | 58 | 57 | 55 |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | School Year | State | District | Campus | Total Bilingual Education | BE-Trans Early Exit | BE-Trans Late Exit | BE-Dual Two-Way | BE-Dual One-Way | ALP Bilingual (Exception) | Total ESL | ESL Content-Based | ESL Pull-Out | ALP ESL (Waiver) | EB/EL with Parental Denial | Never EB/EL | Total EB/EL (Current) | Monitored & Former EB/EL |
|----------------------------------------------------------------|-------------|-------|----------|------------|---------------------------|---------------------|--------------------|-----------------|-----------------|---------------------------|-----------|-------------------|--------------|------------------|----------------------------|-------------|-----------------------|--------------------------|
| STAAR Performance Rate by Subject and Performance Level | | | | | | | | | | | | | | | | | | |
| All Grades All Subjects | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 67% | 61% | 50% | 48% | - | 47% | 49% | - | - | * | - | - | * | * | 51% | 47% | - |
| | 2019 | 78% | 76% | 64% | 59% | - | 59% | - | - | - | * | - | * | - | 65% | - | 62% | - |
| At Meets Grade Level or Above | 2021 | 41% | 33% | 19% | 20% | - | 16% | 24% | - | - | * | - | - | * | * | 18% | 20% | - |
| | 2019 | 50% | 45% | 26% | 15% | - | 15% | - | - | - | * | - | * | - | 47% | - | 21% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 8% | 10% | - | 7% | 13% | - | - | * | - | - | * | * | 7% | 10% | - |
| | 2019 | 24% | 18% | 11% | 7% | - | 7% | - | - | - | * | - | * | - | 24% | - | 11% | - |
| All Grades ELA/Reading | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 68% | 61% | 57% | 57% | - | 53% | 59% | - | - | * | - | - | * | * | 57% | 56% | - |
| | 2019 | 75% | 72% | 70% | 65% | - | 65% | - | - | - | * | - | * | - | 71% | - | 68% | - |
| At Meets Grade Level or Above | 2021 | 45% | 35% | 31% | 35% | - | 33% | 36% | - | - | * | - | - | * | * | 28% | 36% | - |
| | 2019 | 48% | 42% | 30% | 16% | - | 16% | - | - | - | * | - | * | - | 57% | - | 25% | - |
| At Masters Grade Level | 2021 | 18% | 12% | 13% | 19% | - | 13% | 23% | - | - | * | - | - | * | * | 10% | 18% | - |
| | 2019 | 21% | 15% | 15% | 10% | - | 10% | - | - | - | * | - | * | - | 29% | - | 15% | - |
| All Grades Mathematics | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 66% | 61% | 43% | 41% | - | 40% | 41% | - | - | * | - | - | * | * | 46% | 38% | - |
| | 2019 | 82% | 82% | 62% | 58% | - | 58% | - | - | - | * | - | * | - | 71% | - | 63% | - |
| At Meets Grade Level or Above | 2021 | 37% | 30% | 11% | 11% | - | 7% | 14% | - | - | * | - | - | * | * | 12% | 10% | - |
| | 2019 | 52% | 47% | 23% | 13% | - | 13% | - | - | - | * | - | * | - | 43% | - | 18% | - |
| At Masters Grade Level | 2021 | 18% | 11% | 5% | 3% | - | 0% | 5% | - | - | * | - | - | * | * | 6% | 3% | - |
| | 2019 | 26% | 21% | 10% | 10% | - | 10% | - | - | - | * | - | * | - | 14% | - | 10% | - |
| All Grades Writing | | | | | | | | | | | | | | | | | | |
| At Approaches Grade Level or Above | 2021 | 58% | 50% | 49% | 43% | - | 46% | * | - | - | * | - | - | * | * | 51% | 44% | - |
| | 2019 | 68% | 66% | 55% | 53% | - | 53% | - | - | - | - | - | - | - | * | - | 50% | - |
| At Meets Grade Level or Above | 2021 | 30% | 20% | 11% | 7% | - | 8% | * | - | - | * | - | - | * | * | 12% | 6% | - |
| | 2019 | 38% | 32% | 25% | 16% | - | 16% | - | - | - | - | - | - | - | * | - | 18% | - |
| At Masters Grade Level | 2021 | 9% | 4% | 4% | 7% | - | 8% | * | - | - | * | - | - | * | * | 2% | 6% | - |
| | 2019 | 14% | 10% | 3% | 0% | - | 0% | - | - | - | - | - | - | - | * | - | 5% | - |

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

- Indicates there are no students in the group.

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

Texas Education Agency
2020-21 STAAR Participation (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed (Current) | Special Ed (Former) | Continuously Enrolled | Non-Continuously Enrolled | Econ Disadv | EB/EL (Current & Monitored) |
|--------------------------------------------------|-------|----------|------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|----------------------|---------------------|-----------------------|---------------------------|-------------|-----------------------------|
| 2021 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 88% | 94% | 99% | 99% | 100% | 100% | - | 100% | - | * | 98% | * | 100% | 96% | 98% | 100% |
| Included in Accountability | 83% | 88% | 87% | 80% | 92% | 100% | - | 100% | - | * | 80% | * | 96% | 72% | 88% | 98% |
| Not Included in Accountability: Mobile | 3% | 3% | 11% | 19% | 8% | 0% | - | 0% | - | * | 17% | * | 4% | 23% | 10% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 3% | 1% | 0% | 1% | 0% | - | 0% | - | * | 0% | * | 0% | 2% | 1% | 2% |
| Not Tested | 12% | 6% | 1% | 1% | 0% | 0% | - | 0% | - | * | 2% | * | 0% | 4% | 2% | 0% |
| Absent | 2% | 2% | 0% | 0% | 0% | 0% | - | 0% | - | * | 0% | * | 0% | 0% | 0% | 0% |
| Other | 10% | 4% | 1% | 1% | 0% | 0% | - | 0% | - | * | 2% | * | 0% | 4% | 2% | 0% |
| 2019 STAAR Participation (All Grades) | | | | | | | | | | | | | | | | |
| All Tests | | | | | | | | | | | | | | | | |
| Assessment Participant | 99% | 99% | 99% | 99% | 100% | * | - | 100% | - | - | 100% | - | 100% | 99% | 99% | 99% |
| Included in Accountability | 94% | 94% | 93% | 86% | 96% | * | - | 100% | - | - | 94% | - | 97% | 85% | 93% | 98% |
| Not Included in Accountability: Mobile | 4% | 3% | 7% | 14% | 3% | * | - | 0% | - | - | 6% | - | 2% | 14% | 6% | 0% |
| Not Included in Accountability: Other Exclusions | 1% | 2% | 0% | 0% | 0% | * | - | 0% | - | - | 0% | - | 0% | 0% | 0% | 1% |
| Not Tested | 1% | 1% | 1% | 1% | 0% | * | - | 0% | - | - | 0% | - | 0% | 1% | 1% | 1% |
| Absent | 1% | 1% | 0% | 0% | 0% | * | - | 0% | - | - | 0% | - | 0% | 0% | 0% | 1% |
| Other | 0% | 0% | 0% | 1% | 0% | * | - | 0% | - | - | 0% | - | 0% | 1% | 0% | 0% |

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

- Indicates there are no students in the group.

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|----------------------------------------------------|-------|----------|--------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Attendance Rate | | | | | | | | | | | | | |
| 2019-20 | 98.3% | 98.1% | 98.4% | 97.4% | 98.9% | 99.7% | - | 99.8% | - | * | 98.8% | 98.3% | 99.3% |
| 2018-19 | 95.4% | 94.4% | 95.4% | 94.9% | 95.7% | 95.7% | * | * | - | * | 95.1% | 95.1% | 96.9% |
| Chronic Absenteeism | | | | | | | | | | | | | |
| 2019-20 | 6.7% | 8.8% | 6.2% | 12.7% | 2.2% | 0.0% | - | 0.0% | - | * | 3.2% | 7.1% | 0.0% |
| 2018-19 | 11.4% | 15.3% | 14.0% | 19.0% | 11.6% | 0.0% | * | 0.0% | - | * | 17.1% | 15.4% | 4.3% |
| Annual Dropout Rate (Gr 7-8) | | | | | | | | | | | | | |
| 2019-20 | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 0.4% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Annual Dropout Rate (Gr 9-12) | | | | | | | | | | | | | |
| 2019-20 | 1.6% | 1.4% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 1.9% | 1.7% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | | | | | | | | | | | | | |
| Graduated | 90.3% | 90.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.4% | 0.2% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.9% | 3.4% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.4% | 6.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.7% | 90.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.6% | 94.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 90.0% | 90.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 3.7% | 2.9% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 5.9% | 6.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 90.4% | 90.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 94.1% | 93.6% | - | - | - | - | - | - | - | - | - | - | - |
| 5-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2019 | | | | | | | | | | | | | |
| Graduated | 92.0% | 92.6% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.5% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.3% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.6% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.6% | 92.9% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|--------------------------------------------------------------------|-------|----------|--------|------------------|----------|-------|-----------------|-------|------------------|-------------------|------------|-------------|-------|
| Graduates, TxCHSE, and Continuers | 93.9% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.2% | 92.5% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.6% | 0.5% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 1.1% | 0.3% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.7% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 92.8% | 93.0% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.3% | - | - | - | - | - | - | - | - | - | - | - |
| 6-Year Extended Longitudinal Rate (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2018 | | | | | | | | | | | | | |
| Graduated | 92.6% | 92.8% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.6% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.1% | 6.5% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.3% | 93.4% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.9% | 93.5% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2017 | | | | | | | | | | | | | |
| Graduated | 92.4% | 92.4% | - | - | - | - | - | - | - | - | - | - | - |
| Received TxCHSE | 0.7% | 0.7% | - | - | - | - | - | - | - | - | - | - | - |
| Continued HS | 0.6% | 0.1% | - | - | - | - | - | - | - | - | - | - | - |
| Dropped Out | 6.3% | 6.8% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates and TxCHSE | 93.2% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| Graduates, TxCHSE, and Continuers | 93.7% | 93.2% | - | - | - | - | - | - | - | - | - | - | - |
| 4-Year Federal Graduation Rate Without Exclusions (Gr 9-12) | | | | | | | | | | | | | |
| Class of 2020 | 90.3% | 89.3% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 90.0% | 89.2% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 83.0% | * | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 73.3% | 80.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 4.3% | 4.9% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 4.2% | 0.9% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |

Texas Education Agency
2020-21 Attendance, Graduation, and Dropout Rates (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Special Ed | Econ Disadv | EB/EL |
|---------------------------------------------------------------|-------|----------|--------|---------------------|----------|-------|--------------------|-------|---------------------|----------------------------|---------------|----------------|-------|
| Class of 2020 | 83.5% | 77.2% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 83.5% | 79.4% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) | | | | | | | | | | | | | |
| Class of 2020 | 87.8% | 82.0% | - | - | - | - | - | - | - | - | - | - | - |
| Class of 2019 | 87.6% | 80.3% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 38.6% | 17.6% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 32.7% | 2.7% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-E Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 4.4% | 4.8% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 4.4% | 1.0% | - | - | - | - | - | - | - | - | - | - | - |
| FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 81.8% | 74.7% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 82.1% | 76.7% | - | - | - | - | - | - | - | - | - | - | - |
| RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) | | | | | | | | | | | | | |
| 2019-20 | 85.8% | 79.0% | - | - | - | - | - | - | - | - | - | - | - |
| 2018-19 | 85.9% | 76.8% | - | - | - | - | - | - | - | - | - | - | - |

Texas Education Agency
2020-21 Graduation Profile (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | Campus Count | Campus Percent | District Count | State Count |
|------------------------------------------------------------|-----------------|-------------------|-------------------|----------------|
| Graduates (2019-20 Annual Graduates) | | | | |
| Total Graduates | - | - | 3,733 | 360,220 |
| By Ethnicity: | | | | |
| African American | - | - | 255 | 44,729 |
| Hispanic | - | - | 3,119 | 184,060 |
| White | - | - | 189 | 105,215 |
| American Indian | - | - | 7 | 1,226 |
| Asian | - | - | 140 | 17,126 |
| Pacific Islander | - | - | 2 | 557 |
| Two or More Races | - | - | 21 | 7,307 |
| By Graduation Type: | | | | |
| Minimum H.S. Program | - | - | 28 | 1,512 |
| Recommended H.S. Program/Distinguished Achievement Program | - | - | 6 | 952 |
| Foundation H.S. Program (No Endorsement) | - | - | 756 | 49,535 |
| Foundation H.S. Program (Endorsement) | - | - | 178 | 15,689 |
| Foundation H.S. Program (DLA) | - | - | 2,765 | 292,532 |
| | | | | |
| Special Education Graduates | - | - | 341 | 29,018 |
| Economically Disadvantaged Graduates | - | - | 2,630 | 187,187 |
| Emergent Bilingual (EB)/English Learner (EL) Graduates | - | - | 407 | 29,639 |
| At-Risk Graduates | - | - | 2,091 | 148,836 |

There is no data for this campus.

Texas Education Agency
2020-21 CCMR-Related Indicators (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Other Postsecondary Indicators (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

There is no data for this campus.

Texas Education Agency
2020-21 Student Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|-----------------------------------------------|------------|---------|----------|-----------|------------|---------|----------|-----------|
| | Campus | | District | State | Campus | | District | State |
| Student Information | Count | Percent | | | Count | Percent | | |
| Total Students | 398 | 100.0% | 50,547 | 5,359,040 | 399 | 100.0% | 50,614 | 5,371,586 |
| Students by Grade: | | | | | | | | |
| Early Childhood Education | 3 | 0.8% | 0.3% | 0.3% | 3 | 0.8% | 0.3% | 0.4% |
| Pre-Kindergarten | 48 | 12.1% | 3.8% | 3.7% | 48 | 12.0% | 3.7% | 3.7% |
| Kindergarten | 70 | 17.6% | 6.4% | 6.7% | 70 | 17.5% | 6.4% | 6.7% |
| Grade 1 | 65 | 16.3% | 6.8% | 7.1% | 65 | 16.3% | 6.8% | 7.1% |
| Grade 2 | 80 | 20.1% | 6.7% | 7.1% | 81 | 20.3% | 6.7% | 7.1% |
| Grade 3 | 66 | 16.6% | 6.9% | 7.1% | 66 | 16.5% | 6.9% | 7.1% |
| Grade 4 | 66 | 16.6% | 7.1% | 7.2% | 66 | 16.5% | 7.1% | 7.2% |
| Grade 5 | 0 | 0.0% | 7.0% | 7.4% | 0 | 0.0% | 7.0% | 7.4% |
| Grade 6 | 0 | 0.0% | 7.8% | 7.7% | 0 | 0.0% | 7.8% | 7.7% |
| Grade 7 | 0 | 0.0% | 7.8% | 7.9% | 0 | 0.0% | 7.8% | 7.8% |
| Grade 8 | 0 | 0.0% | 8.1% | 7.9% | 0 | 0.0% | 8.1% | 7.9% |
| Grade 9 | 0 | 0.0% | 7.9% | 8.1% | 0 | 0.0% | 7.9% | 8.1% |
| Grade 10 | 0 | 0.0% | 8.1% | 7.8% | 0 | 0.0% | 8.1% | 7.8% |
| Grade 11 | 0 | 0.0% | 7.7% | 7.2% | 0 | 0.0% | 7.7% | 7.2% |
| Grade 12 | 0 | 0.0% | 7.6% | 6.8% | 0 | 0.0% | 7.6% | 6.8% |
| Ethnic Distribution: | | | | | | | | |
| African American | 141 | 35.4% | 7.7% | 12.7% | 141 | 35.3% | 7.7% | 12.7% |
| Hispanic | 238 | 59.8% | 83.2% | 52.9% | 239 | 59.9% | 83.2% | 52.9% |
| White | 12 | 3.0% | 5.3% | 26.5% | 12 | 3.0% | 5.3% | 26.5% |
| American Indian | 1 | 0.3% | 0.1% | 0.3% | 1 | 0.3% | 0.1% | 0.3% |
| Asian | 6 | 1.5% | 3.0% | 4.7% | 6 | 1.5% | 3.0% | 4.7% |
| Pacific Islander | 0 | 0.0% | 0.1% | 0.2% | 0 | 0.0% | 0.1% | 0.2% |
| Two or More Races | 0 | 0.0% | 0.7% | 2.7% | 0 | 0.0% | 0.7% | 2.7% |
| Sex: | | | | | | | | |
| Female | 196 | 49.2% | 48.5% | 48.9% | 196 | 49.1% | 48.5% | 48.9% |
| Male | 202 | 50.8% | 51.5% | 51.1% | 203 | 50.9% | 51.5% | 51.1% |
| Economically Disadvantaged | 340 | 85.4% | 83.8% | 60.3% | 341 | 85.5% | 83.7% | 60.2% |
| Non-Educationally Disadvantaged | 58 | 14.6% | 16.2% | 39.7% | 58 | 14.5% | 16.3% | 39.8% |
| Section 504 Students | 14 | 3.5% | 5.8% | 7.2% | 14 | 3.5% | 5.7% | 7.2% |
| EB Students/EL | 113 | 28.4% | 30.0% | 20.7% | 113 | 28.3% | 29.9% | 20.6% |
| Students w/ Disciplinary Placements (2019-20) | 0 | 0.0% | 1.3% | 1.2% | | | | |
| Students w/ Dyslexia | 11 | 2.8% | 4.6% | 4.5% | 11 | 2.8% | 4.6% | 4.5% |
| Foster Care | 2 | 0.5% | 0.1% | 0.3% | 2 | 0.5% | 0.1% | 0.3% |

Texas Education Agency
2020-21 Student Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | Membership | | | | Enrollment | | | |
|------------------------------------------------------------------|------------|---------|----------|-------|------------|---------|----------|-------|
| | Campus | | District | | Campus | | District | |
| Student Information | Count | Percent | District | State | Count | Percent | District | State |
| Homeless | 4 | 1.0% | 0.8% | 1.1% | 4 | 1.0% | 0.8% | 1.1% |
| Immigrant | 6 | 1.5% | 2.8% | 2.0% | 6 | 1.5% | 2.8% | 2.0% |
| Migrant | 4 | 1.0% | 0.2% | 0.3% | 4 | 1.0% | 0.2% | 0.3% |
| Title I | 398 | 100.0% | 68.6% | 64.5% | 399 | 100.0% | 68.5% | 64.5% |
| Military Connected | 7 | 1.8% | 0.4% | 2.7% | 7 | 1.8% | 0.4% | 2.7% |
| At-Risk | 196 | 49.2% | 58.7% | 49.2% | 196 | 49.1% | 58.6% | 49.1% |
| Students by Instructional Program: | | | | | | | | |
| Bilingual/ESL Education | 157 | 39.4% | 28.1% | 21.0% | 157 | 39.3% | 28.0% | 20.9% |
| Gifted and Talented Education | 7 | 1.8% | 5.6% | 8.3% | 7 | 1.8% | 5.6% | 8.3% |
| Special Education | 32 | 8.0% | 11.9% | 11.1% | 33 | 8.3% | 12.1% | 11.3% |
| Students with Disabilities by Type of Primary Disability: | | | | | | | | |
| Total Students with Disabilities | 32 | | | | | | | |
| By Type of Primary Disability | | | | | | | | |
| Students with Intellectual Disabilities | 9 | 28.1% | 43.8% | 42.5% | | | | |
| Students with Physical Disabilities | 14 | 43.8% | 18.2% | 21.3% | | | | |
| Students with Autism | * | * | 20.8% | 14.1% | | | | |
| Students with Behavioral Disabilities | * | * | 15.7% | 20.6% | | | | |
| Students with Non-Categorical Early Childhood | * | * | 1.4% | 1.5% | | | | |
| Mobility (2019-20): | | | | | | | | |
| Total Mobile Students | 79 | 24.0% | 14.2% | 13.8% | | | | |
| By Ethnicity: | | | | | | | | |
| African American | 51 | 15.5% | 2.2% | 2.8% | | | | |
| Hispanic | 25 | 7.6% | 10.6% | 7.1% | | | | |
| White | 1 | 0.3% | 1.0% | 3.1% | | | | |
| American Indian | 0 | 0.0% | 0.0% | 0.1% | | | | |
| Asian | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Pacific Islander | 0 | 0.0% | 0.0% | 0.0% | | | | |
| Two or More Races | 1 | 0.3% | 0.2% | 0.4% | | | | |
| Count and Percent of Special Ed Students who are Mobile | 3 | 9.4% | 10.3% | 16.5% | | | | |
| Count and Percent of EB Students/EL who are Mobile | 8 | 9.2% | 13.7% | 13.6% | | | | |
| Count and Percent of Econ Dis Students who are Mobile | 73 | 25.8% | 14.8% | 16.0% | | | | |
| Student Attrition (2019-20): | | | | | | | | |
| Total Student Attrition | 127 | 33.5% | 15.3% | 16.6% | | | | |

Texas Education Agency
2020-21 Student Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | --Non-Special Education Rates-- | | | ---Special Education Rates--- | | |
|----------------------------------|------------------------------------|----------|-------|----------------------------------|----------|-------|
| Student Information | Campus | District | State | Campus | District | State |
| Retention Rates by Grade: | | | | | | |
| Kindergarten | 1.5% | 0.2% | 1.4% | 0.0% | 0.8% | 4.8% |
| Grade 1 | 0.0% | 8.0% | 1.9% | 20.0% | 8.8% | 3.2% |
| Grade 2 | 0.0% | 2.8% | 1.0% | 0.0% | 1.8% | 1.4% |
| Grade 3 | 4.9% | 1.3% | 0.5% | 0.0% | 0.0% | 0.6% |
| Grade 4 | 0.0% | 0.2% | 0.3% | 11.1% | 0.4% | 0.4% |
| Grade 5 | - | 0.2% | 0.2% | - | 0.0% | 0.3% |
| Grade 6 | - | 0.1% | 0.2% | - | 0.2% | 0.3% |
| Grade 7 | - | 0.5% | 0.3% | - | 0.0% | 0.3% |
| Grade 8 | - | 0.1% | 0.2% | - | 0.0% | 0.4% |
| Grade 9 | - | 2.4% | 4.7% | - | 2.1% | 7.8% |

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

| Class Size Information | Campus | District | State |
|---------------------------|--------|----------|-------|
| Elementary: | | | |
| Kindergarten | 17.5 | 17.4 | 17.7 |
| Grade 1 | 16.2 | 17.9 | 18.0 |
| Grade 2 | 17.8 | 16.4 | 18.0 |
| Grade 3 | 16.9 | 17.4 | 18.2 |
| Grade 4 | 16.5 | 16.8 | 18.3 |
| Grade 5 | - | 17.0 | 19.8 |
| Grade 6 | - | 19.5 | 19.4 |
| Secondary: | | | |
| English/Language Arts | - | 14.9 | 15.7 |
| Foreign Languages | - | 19.5 | 17.8 |
| Mathematics | - | 16.4 | 16.9 |
| Science | - | 17.0 | 17.9 |
| Social Studies | - | 15.7 | 18.3 |

Texas Education Agency
2020-21 Staff Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|-----------------------------------------------|--------------------|---------|----------|----------|
| Staff Information | Count/Average | Percent | District | State |
| Total Staff | 46.2 | 100.0% | 100.0% | 100.0% |
| Professional Staff: | 38.3 | 82.9% | 58.7% | 64.3% |
| Teachers | 31.0 | 67.2% | 45.1% | 49.6% |
| Professional Support | 5.9 | 12.9% | 10.3% | 10.6% |
| Campus Administration (School Leadership) | 1.3 | 2.9% | 2.3% | 3.0% |
| Educational Aides: | 7.9 | 17.1% | 12.8% | 10.6% |
| Librarians and Counselors (Headcount): | | | | |
| Full-time Librarians | 1.0 | n/a | 64.0 | 4,290.0 |
| Part-time Librarians | 0.0 | n/a | 7.0 | 582.0 |
| Full-time Counselors | 1.0 | n/a | 119.0 | 13,211.0 |
| Part-time Counselors | 0.0 | n/a | 11.0 | 1,126.0 |
| Total Minority Staff: | 34.4 | 74.5% | 64.3% | 51.5% |
| Teachers by Ethnicity: | | | | |
| African American | 5.6 | 18.0% | 9.9% | 11.1% |
| Hispanic | 15.4 | 49.5% | 38.0% | 28.4% |
| White | 8.1 | 26.1% | 48.0% | 56.9% |
| American Indian | 0.0 | 0.0% | 0.2% | 0.3% |
| Asian | 1.0 | 3.2% | 2.9% | 1.8% |
| Pacific Islander | 0.0 | 0.0% | 0.0% | 0.2% |
| Two or More Races | 1.0 | 3.2% | 1.0% | 1.2% |
| Teachers by Sex: | | | | |
| Males | 1.0 | 3.2% | 24.8% | 23.8% |
| Females | 30.0 | 96.8% | 75.2% | 76.2% |
| Teachers by Highest Degree Held: | | | | |
| No Degree | 0.0 | 0.0% | 0.8% | 1.2% |
| Bachelors | 23.8 | 76.7% | 75.9% | 73.0% |
| Masters | 7.2 | 23.3% | 22.3% | 25.0% |
| Doctorate | 0.0 | 0.0% | 1.0% | 0.7% |
| Teachers by Years of Experience: | | | | |
| Beginning Teachers | 5.0 | 16.1% | 5.3% | 6.7% |
| 1-5 Years Experience | 12.7 | 40.9% | 30.1% | 27.8% |
| 6-10 Years Experience | 5.6 | 18.0% | 24.4% | 20.3% |
| 11-20 Years Experience | 7.7 | 24.7% | 28.3% | 29.1% |
| 21-30 Years Experience | 0.1 | 0.3% | 9.8% | 13.0% |
| Over 30 Years Experience | 0.0 | 0.0% | 2.0% | 3.1% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

| | ----- Campus ----- | | | |
|--------------------------------|--------------------|---------|----------|-------|
| Staff Information | Count/Average | Percent | District | State |
| Number of Students per Teacher | 12.8 | n/a | 13.5 | 14.5 |

| Staff Information | Campus | District | State |
|-----------------------------------------------------------------------------|-----------|-----------|----------|
| Experience of Campus Leadership: | | | |
| Average Years Experience of Principals | 6.0 | 8.4 | 6.4 |
| Average Years Experience of Principals with District | 6.0 | 8.1 | 5.5 |
| Average Years Experience of Assistant Principals | 10.0 | 7.4 | 5.5 |
| Average Years Experience of Assistant Principals with District | 10.0 | 7.1 | 4.8 |
| | | | |
| Average Years Experience of Teachers: | 7.0 | 10.2 | 11.2 |
| Average Years Experience of Teachers with District: | 4.7 | 8.1 | 7.2 |
| Average Teacher Salary by Years of Experience (regular duties only): | | | |
| Beginning Teachers | \$56,612 | \$55,684 | \$50,849 |
| 1-5 Years Experience | \$58,183 | \$57,669 | \$53,288 |
| 6-10 Years Experience | \$60,007 | \$60,361 | \$56,282 |
| 11-20 Years Experience | \$62,652 | \$61,264 | \$59,900 |
| 21-30 Years Experience | \$67,185 | \$63,893 | \$64,637 |
| Over 30 Years Experience | - | \$69,126 | \$69,974 |
| Average Actual Salaries (regular duties only): | | | |
| Teachers | \$59,387 | \$60,082 | \$57,641 |
| Professional Support | \$61,431 | \$73,658 | \$68,030 |
| Campus Administration (School Leadership) | \$105,865 | \$100,234 | \$83,424 |
| | | | |
| Instructional Staff Percent: | n/a | 64.2% | 64.6% |
| | | | |
| Contracted Instructional Staff (not incl. above): | 0.0 | 0.0 | 5,731.4 |

| | ----- Campus ----- | | | |
|-------------------------------------------------|--------------------|---------|----------|-------|
| Program Information | Count | Percent | District | State |
| Teachers by Program (population served): | | | | |
| Bilingual/ESL Education | 2.1 | 6.7% | 13.8% | 6.2% |
| Career and Technical Education | 0.0 | 0.0% | 3.7% | 5.1% |
| Compensatory Education | 0.0 | 0.0% | 0.0% | 2.8% |
| Gifted and Talented Education | 0.0 | 0.0% | 1.4% | 1.8% |
| Regular Education | 28.0 | 90.1% | 63.3% | 71.0% |
| Special Education | 1.0 | 3.2% | 14.6% | 9.4% |
| Other | 0.0 | 0.0% | 3.2% | 3.6% |

Texas Education Agency
2020-21 Staff Information (TAPR)
THOMAS HANCOCK EL (101917148) - PASADENA ISD - HARRIS COUNTY

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Violent and Criminal Offense Report 2020-2021 School Year

| Offense | School Level | | | | Total |
|--------------------------------------------------------------------------------------------------|--------------|--------|--------------|------|-------|
| | Elementary | Middle | Intermediate | High | |
| Engages in Conduct Punishable as a Felony | 0 | 0 | 0 | 0 | 0 |
| Marijuana, Controlled Substance or Dangerous Drug | 0 | 7 | 70 | 215 | 292 |
| Alcohol | 0 | - | 7 | - | 10 |
| Abuse of Volatile Chemical | 0 | 0 | 0 | 0 | 0 |
| Public Lewdness/Indecent Exposure | 0 | 0 | 0 | 10 | 10 |
| Retaliation Against School Employee | 0 | 0 | 0 | 0 | 0 |
| Uses, Exhibits or Possesses a Firearm | 0 | 0 | 0 | 0 | 0 |
| Uses, Exhibits or Possesses an Illegal Knife | 0 | 0 | 0 | 0 | 0 |
| Uses, Exhibits or Possesses a Club | 0 | 0 | 0 | 0 | 0 |
| Uses, Exhibits or Possesses an Weapon | 0 | 0 | 0 | 0 | 0 |
| Arson | 0 | - | 0 | 0 | - |
| Murder, Capital Murder or Criminal Attempt to Commit Murder/Capital Murder | 0 | 0 | 0 | 0 | 0 |
| Indecency with a Child | 0 | 0 | 0 | 0 | 0 |
| Aggravated Kidnapping | 0 | 0 | 0 | 0 | 0 |
| Criminal Mischief-\$1500 or more | 0 | 0 | 0 | - | - |
| Terroristic Threat | 0 | - | - | 0 | 8 |
| Assault Against Employee or Volunteer | 0 | 0 | - | - | 5 |
| Assault Against Someone other than School Employee or Volunteer | 0 | - | 7 | 7 | 15 |
| Aggravated Assault Against Employee or Volunteer | 0 | 0 | 0 | 0 | 0 |
| Aggravated Assault Against Someone Other Than School Employee or Volunteer | 0 | 0 | 0 | 0 | 0 |
| Sexual Assault or Aggravated Sexual Assault Against School Employee/Volunteer | 0 | 0 | 0 | 0 | 0 |
| Sexual Assault or Aggravated Sexual Assault Against Someone Other Than School Employee/Volunteer | 0 | 0 | 0 | 0 | 0 |
| School Related Gang Violence | 0 | 0 | 0 | 0 | 0 |
| False Alarm Report | 0 | - | - | - | - |
| Felony Controlled Substance Violation | 0 | 0 | 0 | - | - |
| Felony Alcohol Violation | 0 | 0 | 0 | 0 | 0 |
| Aggravated Robbery | 0 | 0 | 0 | 0 | 0 |
| Manslaughter | 0 | 0 | 0 | 0 | 0 |
| Criminally Negligent Homicide | 0 | 0 | 0 | 0 | 0 |
| Engages in Deadly Conduct | 0 | 0 | 0 | 0 | 0 |

SSCO - Safety School Choice Option

Both SSCO and Violent Criminal Offenses

Pasadena Independent School District

Atkinson Elementary

2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD and Atkinson Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative lifelong learners who boldly contribute to an increasing complex and evolving world by engaging them in positive relationships, rigorous curriculum and innovative meaningful experiences while embracing the uniqueness of each individual.

Vision

We believe that...

- * A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- * We will honor our country, our freedom and all those who protect and defend our constitutional rights
- * Family and community profoundly influence decisions that individuals make and each person is accountable for their choices
 - * Everyone has purpose, worth, and dignity with immeasurable potential
 - * Individual potential is unknown and immeasurable
 - * Connecting with others and building positive, meaningful relationships is essential
 - * Learning is instinctive, lifelong, and unique to the individual
 - * Communication is pervasive, essential, ever-present, and multidimensional
- * We must provide a safe physical, emotional, and social environment to enhance the ability to learn and foster an environment of honesty and integrity
 - * Change is inevitable for growth and success and diversity adds value to all areas of life

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.





Performance Objective 1: During the current school year, consistent implementation of district curriculum, research-based strategies, and rigor, and relevance principles will ensure that the performance of all students will meet or exceed the state average.












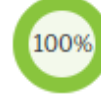
Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs, and agendas.






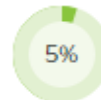







Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades K to 4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough documentation, PLC Meetings, Focus Meetings Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Team Leaders, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: BFU/Overtime/ Fixed - 199 - General Fund - \$38,080 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Title 1 Peer Facilitator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$78,484.13 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement a gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Walkthrough data, PLC Meetings Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and laboratory activities in alignment with new state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Team Leaders, Campus Administrators, and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Use on-line databases, ebooks, books and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data, Campus Technology Training, F&P /Maravillas Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on the utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Campus Coaches, and Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Librarian, Campus Coaches, technology liaison, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share the successful implementation of research-based instructional practices. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Provide instructional materials and implement research-based strategies, such as The Big Eight, on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$12,689.95 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research-based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: The staff development plan, Sign-in Sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Campus Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create and implement master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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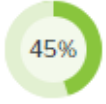


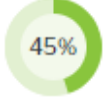








Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.




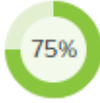






Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by a 5% reduction in end-of-year failures.

Evaluation Data Sources: Data workshop agendas and information, sign-in sheets, student grades, and intervention referral data.

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports, Lead4Ward Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, Aware Reports Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Intervention committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data, ESGI, PIE groups Staff Responsible for Monitoring: Campus Coaches, Teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.


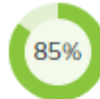







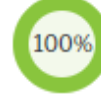
Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.











Evaluation Data Sources: Staff development logs, campus improvement plans, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports the implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, data talks Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, Sign-in Sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign-in Sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Establish and support campus and District PLCs. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plan, Agendas, Sign-in Sheets, PLC Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.













Performance Objective 4: During the current school year, implement reading initiatives designed to increase the reading skills of all students as evidenced by exceeding state performance levels.








Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign-in Sheets, library budget Staff Responsible for Monitoring: Librarian, ELA Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding the special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodations Sheets Staff Responsible for Monitoring: DAIT, 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP assessment reports, Lesson plans in Eduphoria, Waterford and Istation reports, LLI and Soluciones data, Running records, Reading A-Z, Fountas & Pinnell Phonics Kits K-2, Mentoring Minds, MAP Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies for at-risk readers. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: ELA Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian and Teachers | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |







Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.


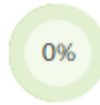











Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service, and projects

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of students that participate in district-wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: G/T BFU - 428 - G/T Performance Standards - \$1,493 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Promote participation in the Duke Talent Search program in fourth grade. Strategy's Expected Result/Impact: Number of student participants in Duke Talent Search Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.




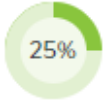



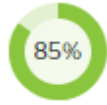








Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase the skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades, state assessments.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus Intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Skyward reports, AWARE, Istation, ATS, Aimsweb probes Staff Responsible for Monitoring: Campus Intervention Committee, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: Campus 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS- based assessments for early identification of individuals who might be at risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, Intervention reports, Skyward reports, Istation reports, PLC data meetings, Map testing Staff Responsible for Monitoring: Campus Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: At Risk - State Compensatory Funds - \$2,448 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year participation, PIE Time, Istation, DreamBox, Waterford, LLI, ESGI, Reading A-Z Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers, Instructional Aide Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$24,336.32, Extended Day Funds - Extended Day/Tutorial - \$4,520 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide additional and individualized support to parents of at-risk students. Strategy's Expected Result/Impact: Logs, Agendas, and Sign-in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Counselor/Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$44,234.27 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in gathering and sharing student information to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Information and documentation of students Staff Responsible for Monitoring: Teachers, LPAC Administrator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development opportunities that offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign-in sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through Extended Day and Extended Year programs incorporating TEKS requirements based on current year student data. Strategy's Expected Result/Impact: AWARE, Skyward and Intervention reports, Extended Day, Extended Year Program Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Intervention - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.








Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State Assessment

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for teachers working with Spanish/ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - \$1,522.14 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, TELPAS reports, LPAC minutes, Walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL - 199 - General Fund - \$2,400 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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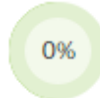


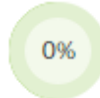

Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.





Performance Objective 8: During the current school year, our campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.








Evaluation Data Sources: Campus plans and meeting agendas, Eduphoria on-line courses, Walk-Thrus

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline Reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, safety drill logs Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign-in Sheets Staff Responsible for Monitoring: Safe & Civil team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop a Behavior Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention report, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP, BRT team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: E-Course certificate Staff Responsible for Monitoring: Counselor, Nurse | Formative | | |
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|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals |  |  |  |
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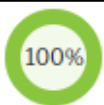


Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.











Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans, FitnessGram scores, Sign-in sheets

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives such as Health/Fitness Fair. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives yearly. Strategy's Expected Result/Impact: Active Life Reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.







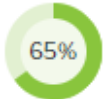












Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Skyward reports, Intervention reports, K, 1, & 2 checklists, assessment binder

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on a specific student expectation. Strategy's Expected Result/Impact: Skyward reports, Report cards, Progress reports, AWARE, MAP Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content-specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Skyward reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs











of each student.

Performance Objective 11: During the current school year, increase our campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR).Attendance Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.





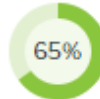






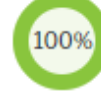
Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

















Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork, and Texas Academic Performance Report (TAPR).

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/Diagnostician, SLP, Case managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician, SLP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, sign-in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician, district Admin. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: The campus will follow district procedures regarding the parental requests for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administration, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: The campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by 1)use of data from progress monitoring, MAP, etc. to make determinations regarding state assessment and ensure progress, 2) ensure ARD documents clearly delineates the need for STAAR Alt.2 (i.e. PLAFF's, IEPs, deliberations) and 3)utilizing district/state require STAAR Alternative Participation Requirements forms. Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP/Diagnostician, Special Ed Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign-in sheets, restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician, Special Ed Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: The campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators and all personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Campus and district will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, sign-in sheets, Eduphoria reports, Walkthrough data Staff Responsible for Monitoring: Campus administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Education - 199 - General Fund - \$1,308 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education teachers are included in the training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Sign-in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: The campus will monitor the number of students with disabilities being served in the least restrictive environment. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/ Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible to discuss an Accelerated Instructional Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/Diagnostician, Special Ed Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure a rigorous curriculum and meaningful learning experiences through an innovative learning environment that meets the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. Strategy's Expected Result/Impact: Agendas, sign-in sheets Staff Responsible for Monitoring: Tech Support, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory, DonorsChoose.org, AdoptAClassroom, PTO Funds Staff Responsible for Monitoring: Campus administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum, and assessment (K-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS, teacher and campus technology liaison, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: During the current school year, we will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.











Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry into post-secondary education.

Targeted or ESF High Priority

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures, call-outs, college shirts Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, call-out announcements. Staff Responsible for Monitoring: Campus administrators, Counselors, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: During the current school year, we will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology-rich environment that will provide them with information related to 21st-century career opportunities.

Evaluation Data Sources: Career Day information, College week involvement

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real-world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an Annual Career Day. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselors, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |




Goal 3: We will actively recruit, develop, and retain highly qualified staff.














Performance Objective 1: During the current school year,100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate the recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign In Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide mentoring and staff development opportunities for new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign-in Sheets, Agendas, ecourses Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing an increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrus, Campus staff development plan Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.












Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.








Evaluation Data Sources: Parental involvement reports, Sign-in sheets, Agendas, School calendars, surveys, memos.

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs, agendas, sign-in sheets Staff Responsible for Monitoring: Counselor, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement the Superintendent's Stay In School Project/District Attorney Partnership. Strategy's Expected Result/Impact: Number of Court Referrals Staff Responsible for Monitoring: Campus Attendance Administrator, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer learning opportunities for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey results, agendas, sign-in sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent opportunities regarding reading with children, online resources, and eBooks. Strategy's Expected Result/Impact: Agendas, Sign-in Sheets Staff Responsible for Monitoring: Librarian, Campus Coaches, technology liaison, Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Technology liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide instructional resources for parents to utilize at home with their children. Strategy's Expected Result/Impact: Agendas, Sign-in Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Campus Coaches, technology liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Component Materials and resources - 211 - Title 1 A - Economically Disadvantaged Study - \$2,239.40 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide opportunities for parents to attend grade level and/or content-specific meetings to share expectations, strategies, Title I information, and TAPR data. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Teachers, Campus Coaches, and Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide learning opportunities for parents to attend and observe technology applications Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Technology Liaison, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Agendas, sign-in sheets, flyers, parent logs Staff Responsible for Monitoring: Campus administrators, teachers | Formative | | |
| | Mar | June | Aug |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |


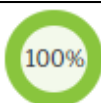
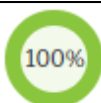



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.














Performance Objective 2: During the current school year, community involvement will increase by 5% in expanding partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators,counselors,nurse,teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer logs, new business partners Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Promote student service for students in the school(Citizenship Club, Student Helpers). Strategy's Expected Result/Impact: Meeting agendas, sign-in sheets, student organization's rosters Staff Responsible for Monitoring: Campus Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See To Succeed program Strategy's Expected Result/Impact: Number of students participating and receiving eye services Staff Responsible for Monitoring: Nurse, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement awards for exceptional service (Teacher of the year, New Teacher of the year, Volunteers, etc.) Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



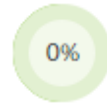









Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.













Performance Objective 1: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of the staff receiving training in the District's behavioral/safety initiatives.








Evaluation Data Sources: Campus Plans and meeting agendas

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Campus administrators,counselors,teachers,paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management training. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff under the direction of the Behavior Response Team (BRT). Bullying occurs when a student or a group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. Policy @ FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create campus safety crisis management plans, including safety drills. Strategy's Expected Result/Impact: Safety drill log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities to attend Gang Awareness training and Character Education programs Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Individual Behavior Intervention Plan (BIP), reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implement an age-appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 9: Provide staff development to teachers, administrators, and support staff on the district dating violence policy, discrimination, and harassment. See full policy at FFH Local Strategy's Expected Result/Impact: Eduphoria reports, e-course certificates Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for MERT training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs, sign-in sheets Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. Strategy's Expected Result/Impact: Eduphoria reports, staff e-course certificates Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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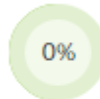





Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 3: The campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign-in sheets, A.L.I.C.E. training Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish protocols for safety procedures on field trips. Strategy's Expected Result/Impact: Campus field trip protocols, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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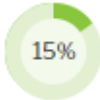









Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: The positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

Next Year's Recommendation: Keep Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service-learning opportunities. Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Bailey Elementary
2020-2021 Formative Review



Mission Statement

The mission of Bailey Elementary is to ensure high levels of success for all students that inspires life-long learning by:

- Implementing research-based, student centered, rigorous, and relevant instruction that promotes engaging learning opportunities through collaboration.
- Integrating innovative technology that encourages self-directed and individualized learning through research, collaboration, and problem solving, resulting in active participation in the learning process.
- Fostering a safe environment in a culturally diverse school community by developing positive relationships through character-building activities to prepare students for success in an unexplored world of opportunity.

Vision

We at Bailey Elementary will work with parents and the community to ensure a safe environment that inspires life-long learning based on cooperation, positive interactions, structure, consistency, and relationships by establishing:

Clear and concise academic and behavioral goals
Engaging classrooms that are structured to maximize learning
High expectations and positive feedback
Consistent modeling of expected behavior
Respect for our diverse community
Promotion of self-worth

Bailey Guidelines for Success

Believe in yourself

Achieve your goals

Inspire others

Learn something new everyday
Everyone deserves respect
You are responsible for your choices

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals














Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research-based strategies, and rigor and relevance standards to ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Grade level PLC meetings, Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs Strategy's Expected Result/Impact: Walkthrough documentation Feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK-4, and integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Walkthrough documentation Staff Responsible for Monitoring: Campus Administrators Campus Coaches Team Leaders Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$43,608 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards which shall include the use of online platforms, databases & resources using face to face training, zoom training, and book studies. Strategy's Expected Result/Impact: Formative & Summative Common Assessments Agendas and sign-in sheets Staff Responsible for Monitoring: Campus Administrators Campus Coaches Librarian Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title I PF - 211 - Title 1 A - Economically Disadvantaged Study - \$161,694 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement differentiated research based instructional strategies such as the gradual release model for lesson design and delivery, small group instruction, collaborative learning, use of leveled readers and authentic projects which increase student engagement. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Walkthrough data Staff Responsible for Monitoring: Campus Administrators Campus Coaches Teachers Funding Sources: Title 1 Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$19,335 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Follow a master schedule that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by an increase in on level and above level readers according to district guidelines.

Evaluation Data Sources: PLC workshop agendas and information, sign-in sheets, student grades, virtual reading data wall, and aware data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Analyze student performance according to specialized student groups such as: LEP, 504, Intervention, GT and Special Education participation during PLC meetings. Strategy's Expected Result/Impact: AWARE reports Running Records M&M Meetings: Attendance, Grades, Failure, Intervention, 504, and Discipline Reports Walkthrough data PLC Sign In Sheets Master Schedule Staff Responsible for Monitoring: Campus Administrators Campus Coaches Teachers Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on data disaggregation and how the data will drive instruction. This may include training on the intervention tiers for both academics and behavior as well as the intervention, 504 and Special Education referral process. Strategy's Expected Result/Impact: Sign-in sheets Agendas Staff Responsible for Monitoring: Campus Administrators Campus Coaches LSSP SLP DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




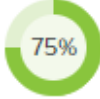





Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.








Performance Objective 3: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery

of student expectations.

Evaluation Data Sources: Skyward reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Skyward Grade reports Staff Responsible for Monitoring: Teachers Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations using grade and/or content specific grading rubrics. Use campus grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Skyward Grade reports Report Cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Follow campus policies regarding the appropriate use of homework. Strategy's Expected Result/Impact: Grade level homework policy Staff Responsible for Monitoring: Teachers Campus Coaches Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Using an RTI model, students who are failing will be identified and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports Skyward Grade reports M&M Meetings Staff Responsible for Monitoring: Teachers Intervention Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 4: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups. Teachers will be provided a planner for scheduling daily events including professional development, PLC meetings, ARD/504/IAT meetings and other information that is needed to implement effective instructional strategies to meet the needs of all students.

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of online platforms to support virtual learning. Strategy's Expected Result/Impact: Staff Development plan Agendas Staff Responsible for Monitoring: Campus Administrators Campus Coaches Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Teachers will attend staff development provided by district Intervention Specialist on the Pathways of Reading. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Campus Administrators Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers and paraprofessionals will attend training opportunities for improving Tier 1 and Tier 2 classroom instruction using best practices for struggling learners. Strategy's Expected Result/Impact: Eduphoria reports Sign-in sheets Staff Responsible for Monitoring: Campus Administrators Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will be provided a planner for scheduling daily events including professional development, PLC meetings, ARD/504/IAT meetings and other information that is needed to implement effective instructional strategies to meet the needs of all students. Strategy's Expected Result/Impact: Teachers will be able to organize daily meetings which impact instruction. Staff Responsible for Monitoring: Campus Coaches Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title 1 Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$286 | Formative | | |
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Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 5: During the current school year, implement reading strategies designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Running Record data, Data Walls, Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs including Accelerated Reader, SORA, Beanstack, and EPIC Strategy's Expected Result/Impact: Sign-in sheets Library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules Budgets Staff Responsible for Monitoring: Teachers Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of struggling learners in programs such as Dyslexia, Special Education and 504. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT 504 Coordinator LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title I Dyslexia - 211 - Title 1 A - Economically Disadvantaged Study - \$76,971 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP/BAS Assessment Running Records AR reports Lesson Plans in Eduphoria Reading A-Z Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide library books, online resources, and leveled books to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Annual Library Report Staff Responsible for Monitoring: Librarian Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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



Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 6: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T Texas Performance Standards Project, GT Showcase

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: GT Records Staff Responsible for Monitoring: G/T Coordinator Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator G/T pullout teachers Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Gifted/Talented Program - 199 - General Fund - \$1,974 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Cluster GT students with GT certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Continue GT Pullout program for identified students. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria GT Pull-Out Program Attendance Staff Responsible for Monitoring: G/T Coordinator G/T pullout teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.











Performance Objective 7: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Goal Setting in Appraise, Eduphoria lesson plans, and student grades.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committee will develop plans for struggling learners who are not performing on grade level with Tier 1 support. Strategy's Expected Result/Impact: Intervention reports Skyward Grade reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Ensure the implementation of 504 accommodations and IEPs for eligible students. Strategy's Expected Result/Impact: 504 reports 504 students' grades Special Education reports Special Education student grades Staff Responsible for Monitoring: 504 Coordinator Teachers DAIT LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from Istation assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: Istation Reports Intervention reports Skyward Grade reports Staff Responsible for Monitoring: Campus Coaches Intervention Team Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: At Risk - 199 - General Fund - \$3,249 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: In-School Tutoring In-School Tutoring Extended Year Grade 1 & 2 Accelerated Reading Classrooms Staff Responsible for Monitoring: Campus Administrators Campus Coaches Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title I Instructional Aide (211) - 211 - Title 1 A - Economically Disadvantaged Study - \$56,361, Compensatory Ed - State Compensatory Funds - \$74,886, Extended Day / Tutorial - Extended Day/Tutorial - \$5,790 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide additional and individualized support to parents of at-risk students. Strategy's Expected Result/Impact: Logs Sign-in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$3,462 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support LEP students as they move from 4th grade to middle school. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: LPAC Administrator 4th grade bilingual/dual language teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 8: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Exceeded Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library Budget Collection Development School Budget Staff Responsible for Monitoring: Campus Administrators Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - \$1,753 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria TELPAS reports LPAC minutes Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual/ESL - 199 - General Fund - \$5,276 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement the English Language Proficiency Standards and ESL Scope & Sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement Dual Language instruction to K-4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria District Dual Language Walkthroughs Staff Responsible for Monitoring: Dual Language Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 9: During the current year, coordinated school health plans will be implemented to include activities to increase student, staff, and parent awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives such as: (a) Integration of technology websites promoting movement in classroom. (b) Continue community partnership involvement focused on health and fitness. (c) Continue school-wide emphasis on healthy living. Strategy's Expected Result/Impact: Sign-in sheets Meeting agendas Staff Responsible for Monitoring: Campus Health Advisory Committee (CHAC Team) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus Health Advisory Committee (CHAC) will meet twice a year to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign-in sheets Meeting agendas Staff Responsible for Monitoring: Campus Administrators CHAC Team Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: PISD CHAC End-of-Year Review Staff Responsible for Monitoring: Administrators CHAC Chair Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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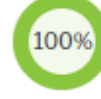




| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Sign-in sheets Agenda Staff Responsible for Monitoring: CHAC Team Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Integrate technology into physical education classes. Strategy's Expected Result/Impact: Active Life Lesson Plans Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

Performance Objective 10: During the current year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Exceeded Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Classrooms will continue to be equipped with minimum requirements for the "21st century classroom". Strategy's Expected Result/Impact: District Technology Plan Budget Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase the integration of technology into instruction, curriculum and assessment (PK-4), as outlined in the District Technology Plan. Provide the technical support needed for virtual platform proficiency. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria District Technology Plan Walkthroughs Staff Responsible for Monitoring: Campus Administrators Technology Liaison Campus Coaches Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure that all teachers have access to adequate technology and are trained in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Report Staff Responsible for Monitoring: Campus Administrators Technology Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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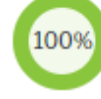
Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are future ready.

















Performance Objective 11: During the current school year, our campus will work collaboratively with the District Special Education Office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District Special Education Guidelines, In-service by Special Education department to district staff, ARD paperwork.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSPED reports Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: eSPED reports Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information on staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Work collaboratively with the District Special Education Office to determine special education eligibility, and to ensure that initial evaluations are completed within the required timelines. Strategy's Expected Result/Impact: eSPED reports Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Follow district procedures regarding parental requests for a special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (a) using data from progress monitoring, common and formative assessments, MAP, etc. to make determinations regarding state assessments and ensure progress, (b) ensure ARD document clearly delineates the need for STAAR/STAAR-Alt2 (i.e. PLAFF's, IEPS, deliberations) and (c) utilizing District/State required STAAR and STAAR-Alt2 Participation requirement forms. Strategy's Expected Result/Impact: STAAR or STAAR-Alt2 Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign-in sheets Restraint documentation Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities Plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide training and instructional materials for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Sign-in sheets Eduphoria reports Classroom Walkthroughs Staff Responsible for Monitoring: Campus Administrators District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Education - 199 - General Fund - \$1,471 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: District IAT and Special Programs Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in Least Restrictive Environments. Strategy's Expected Result/Impact: Monitoring reports Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: Campus Administrators LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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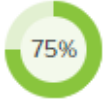









Goal 1: We will provide rigorous and meaningful curriculum by creating integrated learning experiences to meet individual student needs ensuring students are

future ready.

Performance Objective 12: During the current school year, increase the campus attendance rate to 98% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Improved Attendance Fewer Tardies Staff Responsible for Monitoring: Teacher Counselor Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives for students and staff will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance Reports Weekly/Monthly incentives Staff Responsible for Monitoring: Teachers Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry into college, career and/or military post-secondary readiness.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution Pictures Research Project in Technology Class Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Career Day Flyer distribution Campus calendars School Social Media Page Announcements Staff Responsible for Monitoring: Campus Administrators Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote college, career, and military preparation and readiness through the use of systems and structures that meet the needs of each student.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria PowerPoint through email Staff Responsible for Monitoring: Teachers Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Week Activities Daily Announcements Guest Speakers Staff Responsible for Monitoring: Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.











Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff Development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign-in sheets Agendas Collaboration during PLC's Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide a mentor and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training Stipends Staff Development sessions Sign-in sheets Agendas Staff Responsible for Monitoring: Campus Administrators Mentor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide Information and/or Personalized Learning training opportunities for Personalized Learning teachers. Strategy's Expected Result/Impact: Platform Data Eduphoria Reports Staff Responsible for Monitoring: Campus Coaches Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide Information and/or Dual Language training opportunities for campus staff. Strategy's Expected Result/Impact: Sign-in sheets Agendas Staff Responsible for Monitoring: Campus Administrators Dual Language Program Manager Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide supplemental materials and supplies for Dual Language teachers. Strategy's Expected Result/Impact: Budget reports, Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Dual Language Program Manager Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Walkthrough data Focus Training Sign-In sheets Staff Responsible for Monitoring: Campus Administrators Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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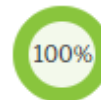



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business and community stakeholders to support students and staff.








Performance Objective 1: During the current school year, there will be continued implementation of parent involvement programs to increase collaborative partnerships and encourage parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign-in sheets, Agendas, Calendars.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs and provide parent education on various topics. Strategy's Expected Result/Impact: Sign-in sheets Agendas Staff Responsible for Monitoring: Counselor Teachers Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,468 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Offer resources to parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: District Flyers Staff Responsible for Monitoring: DAIT District 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue Parent Volunteer Partnership Strategy's Expected Result/Impact: Campus documentation Increased parent participation Staff Responsible for Monitoring: Counselor Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide instructional resources to parents regarding reading with children, online resources, and eBooks. Strategy's Expected Result/Impact: Agendas Sign-in sheets Evaluations Rosetta Stone Logs Ready Rosie workshop Parent Conferences PK-4 Book Fair Reading Nights Reading A-Z I-Station Online Resources Staff Responsible for Monitoring: Counselor Librarian Campus Coaches Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on Bailey website and Bailey Facebook page. Strategy's Expected Result/Impact: Use of website Number of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies. Strategy's Expected Result/Impact: Sign-in sheets Agendas Online Resources Staff Responsible for Monitoring: Campus Administrators Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide opportunities for parents to attend computer classes. Strategy's Expected Result/Impact: Sign-in sheets Agendas Evaluations Staff Responsible for Monitoring: Counselor Technology Liaison Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
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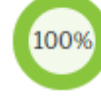




Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business and community stakeholders to support students and staff.

Performance Objective 2: During the current school year, community involvement will continue through expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, Donation reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers Donations Service Projects Food Drive Pennies for Patients Autism Awareness Activities Staff Responsible for Monitoring: Administrators Counselor Teachers Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer sign-in sheets New partnerships with businesses Staff Responsible for Monitoring: Counselor Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (Buzz Club, Safety Patrol) Strategy's Expected Result/Impact: Campus Plan Service Organization enrollment and attendance data Staff Responsible for Monitoring: Campus Administrators Counselor Campus Coaches Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement district and campus spotlight, awards, and/or celebrations for exceptional service Strategy's Expected Result/Impact: Campus Leadership Team spotlighted Staff weekly Noon Optimist Award, Teacher of the Year Award Dream Box Awards Staff Responsible for Monitoring: Campus Administrators Leadership Team Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 5: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.









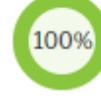
Performance Objective 1: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.











Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for Conscious Discipline training. Strategy's Expected Result/Impact: Reduction in discipline referrals Discipline Reports Sign-in sheets Agendas Staff Responsible for Monitoring: Campus Administrators Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teacher implementation of Conscious Discipline strategies Strategy's Expected Result/Impact: Reduction in discipline referrals Classroom Environment 4:1 Ratio Staff Responsible for Monitoring: Campus Administrators Classroom Teachers Support Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide training and implement effective strategies through PBIS (Safe & Civil Schools) to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline Reports Sign-in Sheets Staff Responsible for Monitoring: Administrators Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide mediation, conflict resolution, restorative practices, and bullying training opportunities for students and staff. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, Counseling Referrals for Conflict Resolution/ Bullying, Reduction in discipline referrals Staff Responsible for Monitoring: Campus Administrators Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Crisis Training for Staff (Safety Drills) Strategy's Expected Result/Impact: Crisis Handbook Safety Drills log Staff Responsible for Monitoring: Administrators Counselor Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide ALICE Training to staff and an overview of the program to students Strategy's Expected Result/Impact: Sign-in Sheets Agenda Safety Drills Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 7: Establish Threat Assessment Team Strategy's Expected Result/Impact: Sign-in Sheets Agendas Staff Responsible for Monitoring: Administrators Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implement Threat Assessment and Management Process Strategy's Expected Result/Impact: School-based Behavioral Threat Assessment Screening Tool Behavioral Threat Assessment and Intervention Plan Staff Responsible for Monitoring: Administrators Counselor Threat Assessment Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide Character Education programs. Strategy's Expected Result/Impact: Sign-in sheets Agendas Staff Responsible for Monitoring: Counselor Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 10: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports BIPs Staff Responsible for Monitoring: Campus Administrators Counselor Intervention Team LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: Sign-in sheets Agendas Staff Responsible for Monitoring: Counselor Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Beverly Hills Intermediate
2020-2021 Formative Review

Mission Statement

The Beverly Hills Intermediate Community, consisting of all employees, parents, business/community members, and students, is dedicated to providing an environment focused on developing responsible citizens who are striving to acquire knowledge, master skills, and maximize talents according to their fullest potential.

Vision

At Beverly Hills Intermediate we aim to reach every student in an effort to create critical thinkers and lifelong learners by engaging students in the learning process through relevant instruction, technology, and innovative teaching practices that illustrate connections to their life while teaching problem solving and critical thinking. We continue to provide structure and a safe environment that promotes learning, as well as, responsibility and accountability. We will emphasize building strong relationships through open communication, supporting extra curricular activities, and fostering parental involvement.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| who are striving to acquire knowledge, master skills, and maximize talents | 2 |
| according to their fullest potential. | 2 |
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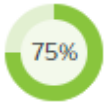


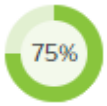

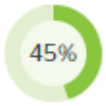


Goals





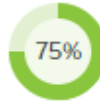
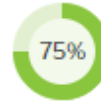






Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.












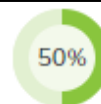




Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Focus meetings, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Integrate highly effective research based strategies across the content. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor curriculum implementation through walkthroughs. Strategy's Expected Result/Impact: Walkthrough data and teacher feedback Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plans Staff Responsible for Monitoring: Administrative Team and Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide ongoing staff development for the writing of campus created common assessments. Strategy's Expected Result/Impact: Departmental planning minutes, walkthrough data, and increased lesson congruence. Staff Responsible for Monitoring: Department Heads, Instructional Coaches, Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments. Strategy's Expected Result/Impact: Lesson plans, walkthrough data, and increased lesson congruence. Staff Responsible for Monitoring: Teachers and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Ensure teachers attend district Focus Trainings. Strategy's Expected Result/Impact: Sign in sheets and lesson plans Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide ongoing technology training so that teachers are able to effectively and consistently implement the use of virtual learning in their classrooms. Strategy's Expected Result/Impact: Sign in sheets, Technology tools embedded in lesson plans, Student products, Google Classroom for all classes Staff Responsible for Monitoring: Administrative Team, Technology Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 8: Create master schedule that allows for common planning time for departments. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Manage funding to ensure highly effective instruction is implemented Strategy's Expected Result/Impact: Budget Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: General Fund - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Improve student achievement Strategy's Expected Result/Impact: lesson plans, CBA results, STAAR results Staff Responsible for Monitoring: All staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title - All Students - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Improve instruction and academic performance with the ELL students. Strategy's Expected Result/Impact: lesson plans, walk-throughs, CBA results, TELPAS results Staff Responsible for Monitoring: all staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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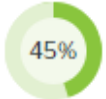








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.


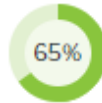





Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year

failures.

Evaluation Data Sources: Data workshop agendas and information, Eduphoria staff development logs, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Teachers will analyze assessment data for all subgroups to assist in making the necessary adjustments with instruction. Strategy's Expected Result/Impact: administrators, Data heat maps, lesson plans, common assessments Staff Responsible for Monitoring: Department heads and administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on data disaggregation and how the data will drive instruction Strategy's Expected Result/Impact: Staff development agendas, sign-in sheets and lesson plans. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will analyze three week and six week failures to make adjustments with instruction, tutorials, and Bear Power Time drafting. Strategy's Expected Result/Impact: Lesson plans, tutoring logs, and extended day plans Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Departmental planning minutes and lesson plans | Formative | | |
| | Mar | June | Aug |







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| Staff Responsible for Monitoring: Department heads, instructional coaches, and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study |  |  |  |
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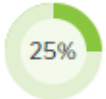









Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: The district will develop research based K-12 grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Completion of revised Grading Policy

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will follow the district's grading policy. Strategy's Expected Result/Impact: Failure reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish departmental guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Teacher created course syllabus Staff Responsible for Monitoring: Department heads Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy. Strategy's Expected Result/Impact: Teacher created course syllabus and teacher handbook. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: An RTI model will be used to give students the opportunity to recover course grades in every grading period. Staff will utilize campus-directed Bear Power Time specific to one subject area per day and utilizing the lessons that are created by our Common Assessment Liaisons. (SG-ELL Writing, SS) Strategy's Expected Result/Impact: Mizuni dynamic pages Staff Responsible for Monitoring: Teachers and Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Mizuni dynamic pages will be used to document progress for students in the RTI process. Strategy's Expected Result/Impact: Mizuni dynamic pages Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: The campus will deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan and agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Staff development plan and agendas Staff Responsible for Monitoring: Instructional Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Staff development plan and agendas Staff Responsible for Monitoring: Instructional Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Staff development plan and agendas Staff Responsible for Monitoring: Instructional Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional and support staff. Strategy's Expected Result/Impact: Staff development plan and agendas Staff Responsible for Monitoring: Instructional Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Coordinate a team to implement and ensure an integrated staff development program. Strategy's Expected Result/Impact: Staff development plan, agendas, and sign in sheets Staff Responsible for Monitoring: Department Heads, Instructional Coaches, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Coordinate staff development days to allow time for vertical, horizontal and team planning. Strategy's Expected Result/Impact: Departmental planning minutes, staff development plan, and sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Establish campus PLC's. Strategy's Expected Result/Impact: PLC logs Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: The campus will implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Campus/District reading needs assessment, Eduphoria lesson plans, Campus Staff Development.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Staff development plan, circulation data, and Literary Lion program Staff Responsible for Monitoring: Librarian and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize our district wide reading initiative, Extreme Reading Challenge. Strategy's Expected Result/Impact: Beverly Hills program data Staff Responsible for Monitoring: Librarian and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day through Bear Power Time and Library Visits. (SG- Reading / ELL students) Strategy's Expected Result/Impact: Master schedule and library budget Staff Responsible for Monitoring: Librarian, Administrators and Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets. Staff Responsible for Monitoring: Dyslexia teacher, Reading Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: Lesson plans and student intervention plans Staff Responsible for Monitoring: Librarian, Teachers, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide staff development opportunities about reading strategies for at risk readers. Strategy's Expected Result/Impact: Staff development plan Staff Responsible for Monitoring: Instructional Coaches and Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles and all reading genres. Strategy's Expected Result/Impact: Library budget Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 6: The campus will provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT inservice and projects, AP class success rates and grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure that the G/T identification procedure remains free from bias. Strategy's Expected Result/Impact: Demographic reports Staff Responsible for Monitoring: Administrators and Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development. Strategy's Expected Result/Impact: Staff development sign-in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue AP/PreAP vertical team opportunities in all disciplines. Strategy's Expected Result/Impact: Staff development plan and sign-in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups and in AVID Classes. Strategy's Expected Result/Impact: Demographic data Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Participate in the Texas Performance Standards project. Strategy's Expected Result/Impact: Presentations at District GT showcase Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide each Pre-AP math, science and English teacher in grades 6 - 11 with a guide during the school year. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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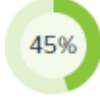


| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide diagnostic tests every six weeks and end-of-course tests for all Pre-AP courses utilizing the Laying the Foundation guides in order to measure the progress of students. Strategy's Expected Result/Impact: LTF test data Staff Responsible for Monitoring: Teachers and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 7: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Small group tutoring will be assisting all students that are part of our Safegaurd population to provided additional support. (SG-ELL and Sped students in Reading and Math classes) Strategy's Expected Result/Impact: Extended day plans and grades, STAAR Results Staff Responsible for Monitoring: Department heads, Instructional Coaches, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Title 1 Teacher - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: Lesson plans and 504 student grades Staff Responsible for Monitoring: Dyslexia Teacher, Counselors, and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments (common assessments or CBA) for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: Lesson plans, extended day plans, and tutorial logs Staff Responsible for Monitoring: Teachers, Instructional Coaches, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, and migrant students. Strategy's Expected Result/Impact: Program brochures Staff Responsible for Monitoring: Administrators and Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade. Strategy's Expected Result/Impact: LPAC minutes Staff Responsible for Monitoring: LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 8: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Staff Development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide library books for students who speak languages other than English. Strategy's Expected Result/Impact: Library books available and campus budget Staff Responsible for Monitoring: Librarian and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Staff development plan and sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition. Strategy's Expected Result/Impact: LPAC transition meetings Staff Responsible for Monitoring: Teachers and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Follow district guidelines that have clear, high expectations for programs serving recent immigrants. Strategy's Expected Result/Impact: Lesson plans and student grades Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Follow the ESL scope and sequence set forth by the district Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide staff development opportunities to incorporate specific strategies which support recent immigrants. Strategy's Expected Result/Impact: Staff development plan Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.














Performance Objective 9: The campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Safe and Civil strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training in behavior management. Strategy's Expected Result/Impact: Staff development plan Staff Responsible for Monitoring: Administrators and Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide mediation, conflict resolution, bullying and Safe and Civil training opportunities for students and staff. Following FFI (Local) in regards to bullying. Strategy's Expected Result/Impact: Staff development plan Staff Responsible for Monitoring: Counselors and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create a crisis management plan including safety drills Strategy's Expected Result/Impact: Crisis management plan and drill logs Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors. Strategy's Expected Result/Impact: Safe and Civil Team agendas and discipline reports. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide Gang Awareness training and Character Education. Strategy's Expected Result/Impact: Staff Development plan Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports Staff Responsible for Monitoring: Counselors and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Strategy's Expected Result/Impact: Staff Development plan Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs. Strategy's Expected Result/Impact: Staff development sign in sheets Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Counselors will attend suicide prevention training to learn how to assess level of risk, how to refer parents to community resources and information to share with staff regarding students. Strategy's Expected Result/Impact: Staff development sign in sheets Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 10: The coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide annual staff development to ensure consistent implementation of district wide and campus wide coordinated school health initiatives. Strategy's Expected Result/Impact: Staff development plans Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented. Strategy's Expected Result/Impact: Complete School Health Index Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use Fitnessgram Data for instructional planning. Strategy's Expected Result/Impact: Lesson plans and Fitnessgram data Staff Responsible for Monitoring: Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create opportunities for coordinated school health programs and activities. Strategy's Expected Result/Impact: School health activities Staff Responsible for Monitoring: Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 11: Pasadena ISD will be in 100% compliance with all state and federal regulations.

Evaluation Data Sources: Summative Evaluation: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: The campus will follow the Student Code of Conduct as developed and revised annually by the district. Strategy's Expected Result/Impact: Student Code of Conduct Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will have representation on the District Education Committee. Strategy's Expected Result/Impact: DEC member sign in logs Staff Responsible for Monitoring: Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 12: All students and each student group, including special education student and ELL students tested on STAAR will have satisfactory academic performance in Reading, Math, Writing, Science and Social Studies sections of the state assessments and each group will be equal or greater than that of the state average. In addition, 100% of all students meeting standards on all STAAR tests will demonstrate adequate yearly progress according to federal criteria. Accountability Area Targeted: State Accountability

Evaluation Data Sources: State of Texas Assessment of Academic Readiness Summary Report; TEA Accountability Summary

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will participate in weekly department meetings and Focus Meetings each grading period to align the curriculum, discuss and disaggregate the data for Special Education and ELL students to improve student achievement. SG - All core areas / Special Education and ELL students Strategy's Expected Result/Impact: Team Meetings, CLT meeting agendas, lesson plans, Eduphoria data Staff Responsible for Monitoring: Department Chairs, Assistant Principals, Principals, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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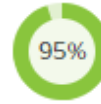




| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Use research-based high yield strategies such as Big 8 Literacy Strategies and Instructional Technology strategies in Bear Power Time and through Step-ins to promote rigorous learning in support of student success. (SG - All Core Area Classes / Special education and ELL students.) Strategy's Expected Result/Impact: Walk Through data, classroom observations, Eduphoria student data Staff Responsible for Monitoring: All teachers, Administrative Team and Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use Bear Power Time to work with struggling students to increase state assessment scores. (SG - All Core Area Classes / Special Education and ELL students). Strategy's Expected Result/Impact: Eduphoria student data, state assessment data, Mock testing data Staff Responsible for Monitoring: All teachers, Administrative Team and Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use Step-In tutorials to work with struggling students to increase state assessment scores. (SG - All Core Area Classes / Special Education and ELL students). Strategy's Expected Result/Impact: classroom observations, eduphoria student data Staff Responsible for Monitoring: Administrative Team, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: To increase the campus's attendance rate to 96% or above for all students.

Evaluation Data Sources: AEIS Report, Attendance Data

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Increase daily attendance rates Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems identifying and implementing strategies/techniques that promote regular attendance. Strategy's Expected Result/Impact: Increase daily attendance rates, accurate attendance records and documentation Staff Responsible for Monitoring: Administrative Team, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.
















Performance Objective 2: Campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.














Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: Evidence -state folder audits, trainings/meetings with Special Education Staff, ARD meetings Staff Responsible for Monitoring: Administrative Team, Diagnostician, Special Education Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: Evidence - Exceed Initial Evaluation Report Data Staff Responsible for Monitoring: Administrative Team, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Evidence - Training Sign in sheets, documentation of failing grades Staff Responsible for Monitoring: Administrative Team, Diagnostician, Special Education Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Evidence - "0" parent complaints from TEA and/or the District Special Education office Staff Responsible for Monitoring: Administrative Team, Special Education Staff, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) using data from progress monitoring, CBAs, etc., to make determinations regarding state assessment and ensure progress, (2) ensuring ARD Document clearly states all testing accommodations. Strategy's Expected Result/Impact: Evidence - Audit review of state folders, evidence of collaboration/ communication between general and special education staff Staff Responsible for Monitoring: Administrative Team, Special Education Staff, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Evidence - Central Office Special Education Office provide training and guidance to campus personel to ensure compliance with SB 1196. Staff Responsible for Monitoring: Administrative Team, Special Education Staff Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will follow district policy to ensure students with disabilities have access to facility. Strategy's Expected Result/Impact: Evidence - Written plans in place to ensure access for all students with disabilities Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district procedures in addressing Transition requirements for students with disabilities. Strategy's Expected Result/Impact: ARD Data, Audit review of state folders Staff Responsible for Monitoring: Administrative Team, Special Education Staff, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Walk through evaluations/data, sign in sheets Staff Responsible for Monitoring: Administrative Team, Special Education Staff, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Central office Special Education staff will review campus LRE data on a quarterly basis. Staff Responsible for Monitoring: Administrative Team, Special Education Staff, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Provide staff development to special education teachers and support staff to ensure IDEA required transition components are implemented appropriately for students with disabilities. Strategy's Expected Result/Impact: EXCEED paperwork, sign in sheets Staff Responsible for Monitoring: Administrative Team, Special Education Staff, Diagnostician, Central Office Special Education Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Implement Sheltered Instruction Observation Protocol (SIOP) training at campuses. Strategy's Expected Result/Impact: Classroom Walk Throughs Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Additionally, all SPED students that did not perform at satisfactory levels will be provided assistance from Step-In Tutors while in their classes. Strategy's Expected Result/Impact: ARD documents and minutes Staff Responsible for Monitoring: Administrative Team, Diagnostician, Special Education Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: The PISD Community School and the campus Connect program will provide flexible learning opportunities for students to increase graduation rates.

Evaluation Data Sources: Graduation rates, Completion rates, Community School schedule, and GED information.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus and the Connect program will provide services to students at-risk and/or with flexible school needs. Strategy's Expected Result/Impact: Number of students that participate in the program, number of students that receive high school credit for courses Staff Responsible for Monitoring: Administrative Team, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on the STaR Chart

Summative Evaluation: Met Objective



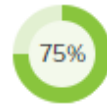


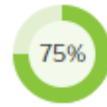


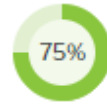


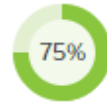




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, 7-8 grade as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher PDAS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STaR Chart, Blended online courses, Lesson Plans (curriculum management application) Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: Inventory Report, STaR Chart, T3 Grant Report Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

Summative Evaluation: Met Objective

















| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting College Week and providing opportunities to visit college campuses. Strategy's Expected Result/Impact: College Week and college field trips Staff Responsible for Monitoring: Counselors and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage eligible students to participate in the Duke University talent search. Strategy's Expected Result/Impact: Duke registration Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Maintain Personal Graduation Plans for students in grades 6 - 12. Strategy's Expected Result/Impact: 4 year plan and Kudders results Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Establish higher education promotion campaigns on each campus. Strategy's Expected Result/Impact: College Week, visiting Colleges, Speakers Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: All students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder). Strategy's Expected Result/Impact: Kuder test results Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide "Career Planning Video" to assist 8th grade students/parents with Career Development Process information. Strategy's Expected Result/Impact: Student and parent sign in logs Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Intermediate students, teachers, counselors, and parents are informed about higher education admissions, financial aid opportunities, TEXAS grant program and Teach for Texas Grant Program Strategy's Expected Result/Impact: Program flyers Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, and Staff Development Logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Hire and retain qualified teachers that fit the culture and climate of the campus. Strategy's Expected Result/Impact: Retention Rate, Sign in Sheets Staff Responsible for Monitoring: Administrative Team, Teacher Leaders, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Teachers - State Compensatory Funds | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: School members will provide new hires with the appropriate tools and information that will help them be successful within the school community. Strategy's Expected Result/Impact: Mentor Meetings, Retention Rate, Sign in sheets, Observation Summaries Staff Responsible for Monitoring: Administrative Team, Instructional Coaches, Teacher Leaders Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Observation Summaries, Retention Rate, Sign in sheets Staff Responsible for Monitoring: Administrative Team, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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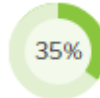


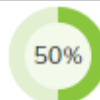
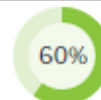
| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Examples of differentiated instruction seen during classroom walk-throughs. Staff Responsible for Monitoring: Administrative Team, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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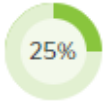
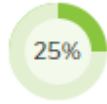





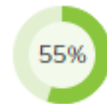



Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: A parental involvement program will be established and implemented at each campus and at the district level to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: A parental involvement program was developed and lead by PISD personnel focusing on the achievement of the district's mission and goals.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent sign-in logs, newsletters Staff Responsible for Monitoring: Instructional Coaches and administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Parent Component - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parents with information that can be utilized in the interpretation of test results. Strategy's Expected Result/Impact: Parent sign-in logs Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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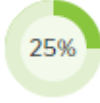





| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide educational resources for parents on our website. Strategy's Expected Result/Impact: Resources found on website Staff Responsible for Monitoring: Instructional Coaches, Tech Liaison, and Librarian Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional resources for parents to utilize at home with their child at various parent informational nights. Strategy's Expected Result/Impact: Newsletter, Agenda and sign-in logs Staff Responsible for Monitoring: Teachers and Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Encourage parents to attend extracurricular activities. Strategy's Expected Result/Impact: Parent communication on website, newsletter, marquee, newspaper, Twitter, and Facebook Staff Responsible for Monitoring: Instructional Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Title - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Encourage parents to attend involvement activities held at BHI which could include luncheons, breakfasts and other parental activities. Strategy's Expected Result/Impact: Parent communication and involvement Staff Responsible for Monitoring: Parent Coordinator, Instructional Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Title Funds - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Increase community involvement by expanding and/or creating new partnerships within the community as well as enhance communication.

Evaluation Data Sources: Business, community, partners have increased.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students Strategy's Expected Result/Impact: Attendance and program participation Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Hours accumulated by each student/ program Staff Responsible for Monitoring: Administrative Team, NJHS Sponsor, Student Council Sponsor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Attendance, Sign in sheets Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Promote and increase participation in student service organizations Strategy's Expected Result/Impact: Increased participation, sign in sheets Staff Responsible for Monitoring: Student Council Sponsor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media) Strategy's Expected Result/Impact: Current events, Highlights posted, Up-to-date website and posts Staff Responsible for Monitoring: Campus Media Liason, Wesite Liaison, Administrative Team Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Continue to work with and support feeder campus with "Walk for Success". Strategy's Expected Result/Impact: Number of student contacts made Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Student and teacher use of technology will increase at the campus level and align to the District Technology Plan.

Evaluation Data Sources: Campus implementation schedule and documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Seamless integration of technology in all classes. Utilize Plan4Learning software to develop and monitor campus improvement plan. Strategy's Expected Result/Impact: Walkthrough data, Performance on technology assessment (STARchart) Staff Responsible for Monitoring: Administrative team, tech liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Campus Plan - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Increase the integration of technology into instruction, curriculum and assessment campus wide via the 1 to 1 initiative. Strategy's Expected Result/Impact: Teacher TTESS, Professional Development (reports from PD management software), Pasadena Technology Competency, Teacher and Campus STar Chart, Blended online courses, Lesson Plans (curriculum management application) Staff Responsible for Monitoring: Administrative Team, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Report, STaR Chart Staff Responsible for Monitoring: Administrative Team, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Collaborate with the district to start the process of developing protocols that align with the district in regards to supporting and implementation of the 1 to 1 initiative. Strategy's Expected Result/Impact: Procedures/Guidelines documents Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Continue integration of e-books Strategy's Expected Result/Impact: Walk-through documentation, Best Practices shared Staff Responsible for Monitoring: Librarian, Administrative Team, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Bondy Intermediate

2020-2021 Formative Review



Mission Statement

The mission of Elmer G. Bondy Intermediate School is to meet the needs of every student.

Vision

Through personalized learning, students will gain the confidence to overcome challenges and reach their maximum potential.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals












Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.









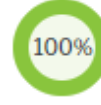



Performance Objective 1: By June 2021, the percentage of students who are at meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average through the use of technology and the Summit personalized learning platform.











Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students will use technology, small group workshops, and linguistic supports to comprehend and improve math content knowledge. Strategy's Expected Result/Impact: The percentage of students who are at meets grade level performance on the Math STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Math Teachers, Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize critical thinking verbs, Big 8 Strategies, and/or 7 Steps to create lessons that improve student achievement. Strategy's Expected Result/Impact: The percentage of students who are at meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Teachers, Content Coaches, Administration Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Utilize cooperative learning and peer tutoring to keep students engaged in learning. Strategy's Expected Result/Impact: The percentage of students who are at meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Additional teachers will gain ESL certification. Strategy's Expected Result/Impact: Every classroom lesson utilizing a proven ELL strategy which emphasizes reading, writing, listening and/or speaking. Staff Responsible for Monitoring: Subject administrator, principal, TELPAS administrator, LPAC administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize an ESL aide and Spanish teacher to tutor ELL students struggling in core classes. Strategy's Expected Result/Impact: The percentage of ELL students who are at meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: ESL Aide, Campus Content Coaches, Spanish teacher, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will obtain SIOP training to facilitate success with the ELL population. Strategy's Expected Result/Impact: The percentage of ELL students who are approaching grade level performance on STAAR will be greater than the state average. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Classroom teachers will implement SDI strategies to facilitate the success of the Special Education population. Strategy's Expected Result/Impact: The percentage of SpEd students who are approaching grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR will be greater than the state Special Ed average. Staff Responsible for Monitoring: Administrators, SPED Dept. Chair, Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide more ebooks for students to be able to access more reading materials on tablets. Strategy's Expected Result/Impact: The number of students with AR points each 6 week increases from the previous school year. Staff Responsible for Monitoring: librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Use supplemental practice materials in reading and writing for ELL and SPED students. Strategy's Expected Result/Impact: The percentage of students who are approaching grade level performance on the Reading and Writing STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Administrators, ELAR teachers, Dyslexia and Intervention teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: test prep materials - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Teachers will meet once a week as a content team for PLC to plan rigorous and relevant curriculum and develop personalized lesson plans. Strategy's Expected Result/Impact: The percentage of students who are approaching, meets and masters grade level performance on the STAAR will be greater than the state average. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: All teachers will utilize the Personalized Learning platform which contains rigorous curriculum. Strategy's Expected Result/Impact: The percentage of students who are approaching, meets and masters grade level performance on the STAAR will be greater than the state average. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Computer games and manipulatives will provide additional practice for struggling Reading and Math students and will help motivate students to improve skills and increase content knowledge. Strategy's Expected Result/Impact: Provide tools for students to improve academic performance. Staff Responsible for Monitoring: Teachers, Content Coaches, SPED Aides, Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

















Performance Objective 2: Using state and district aligned curriculum resources, the percentage of students who are at meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average.

Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide opportunities for students to increase knowledge of world events through the use of online news subscriptions and periodical magazine subscriptions. Strategy's Expected Result/Impact: The percentage of students who are approaching grade level performance on the Reading and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Administrators, ELAR teachers, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Reading resources - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide literature reflecting ethnic and gender interests, anti-bullying, anger control, biographies, social media responsibilities, and citizenship. Strategy's Expected Result/Impact: Develop students into responsible, productive leaders and members of society. Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: library materials - 211 - Title 1 A - Economically Disadvantaged Study, ESL books - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide up-to-date dictionaries/translators which include etymologies to aid special populations (ELL, SPED, and PAP) opportunities to improve. Strategy's Expected Result/Impact: The percentage of students who are approaching grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Administrators, ELAR teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: dictionaries/translators - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize the STAAR assessment and Literably Program, to determine levels, strengths, weaknesses, and growth for ELL, SPED, and Intervention students in Tier 2 and 3. Strategy's Expected Result/Impact: The percentage of ELL, SpEd, and Intervention students who are approaching grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: ELAR Coach, SPED Department Chair, Dyslexia Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers will analyze MAP data and reports throughout the school year. Strategy's Expected Result/Impact: Teachers will use data to drive instruction in daily lesson planning, GLT, and PLC goals. Staff Responsible for Monitoring: Administrators, Campus Content Coaches, and teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets. Strategy's Expected Result/Impact: The percentage of students who are at meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Principal, Assistant Principals, District Content Specialists Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Vertically align core curriculum between Middle School, Intermediate, and High School with emphasis on grade reporting. Strategy's Expected Result/Impact: Reduced failure percentage rate among core classes. Staff Responsible for Monitoring: Principals, Campus Content Coaches, Director of Curriculum and Instruction Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize ESL Smart and Leveled Literacy Instruction Reading kits to help English Language Learners speak, read, write, and understand English. Strategy's Expected Result/Impact: Increases in the number of teachers utilizing the programs. Staff Responsible for Monitoring: ESL Teachers, SPED teachers, Elective reading teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: ESL Smart - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Teachers will utilize the personalized learning curriculum to create rigorous and customized lessons. Strategy's Expected Result/Impact: The percentage of students who are at approaches, and meets grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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
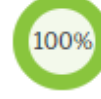
Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

















Performance Objective 3: By the end of the 2020 - 2021 school year, students will be provided more activities which promote real-life application.

Evaluation Data Sources: number of activities offered

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Offer high school credit for Art, Spanish I and II, and Algebra I to lessen the coursework required for students after entering high school. Strategy's Expected Result/Impact: Increase the number of students enrolled in these courses. Staff Responsible for Monitoring: Health, Art, Speech, Spanish, Algebra I teachers, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Incorporate PAP classes (Algebra) in to Master Schedule. Strategy's Expected Result/Impact: Increase the number of students in PAP classes. Staff Responsible for Monitoring: Teachers, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Encourage student participation in Science Club which promotes awareness of recycling and restoration of the ecosystem. Strategy's Expected Result/Impact: Increase the number of students participating in the club. Staff Responsible for Monitoring: Science teachers, Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Funding Sources: Ecology Center - 461 - Activity Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will participate in the district-wide competition, "Name That Book". Strategy's Expected Result/Impact: Increase the number of students who participate in Name That Book and AR points each 6 weeks. Staff Responsible for Monitoring: Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Funding Sources: Name That Book Competition - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Continue UIL competition, Pop Show, Holiday Performances, and Year-Round Performances to provide opportunities for artistic expression and promote parental involvement. Strategy's Expected Result/Impact: Increase the number of students participating in these extra-curricular activities. Staff Responsible for Monitoring: Administration, Fine Arts teachers, Physical Education teachers, Student Council and National Junior Honor Society Sponsors Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Fine Arts Programs - 211 - Title 1 A - Economically Disadvantaged Study, Fine Arts programs - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in competitions in Speech, Art, Chess, Accelerated Reader, Extreme Reading, Name That Book, and Pentathlon. Strategy's Expected Result/Impact: Increase the number of students who participate in academic competitions and increase the number of academic competitions available. Staff Responsible for Monitoring: Teachers, , Librarian, Sponsors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Incorporate Coordinated School Health strategies and Weight Training class taught by coaches for improving the overall health and well- being of students. Strategy's Expected Result/Impact: Increase the number of activities that promote mental and physical health of students. Staff Responsible for Monitoring: Coaches, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Broadcast school news, school events, and pictures to promote campus culture. Strategy's Expected Result/Impact: Broadcast news and events on in-school television monitors set-up around the campus. Staff Responsible for Monitoring: Teachers, PBIS Team | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Provide students with real-life experiences through participation in academic field trips. Strategy's Expected Result/Impact: Increase the number of academic field trips for all student populations. Staff Responsible for Monitoring: Department Heads, Administration, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Field Trips - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Gifted and Talented students are required to create a cross-curricular project as part of the program requirements. Strategy's Expected Result/Impact: All GT students Staff Responsible for Monitoring: PreAP Teachers, GT Librarian, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Schedule field trips for the Gifted and Talented, Summer Reading students and core classes which will correlate with their unit of study. Strategy's Expected Result/Impact: Plan and execute a GT field trip. Staff Responsible for Monitoring: GT and core teachers, Counselors, ELAR Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT Field Trip - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Establish leadership and citizenship opportunities through a variety of student clubs and organizations. Strategy's Expected Result/Impact: Increase student participation, improved leadership qualities, community outreach opportunities, volunteerism, and citizenship for students to partake. Staff Responsible for Monitoring: homeroom teachers, administrators, grade level and club sponsors Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Use research based programs and strategies, and accommodating learning environments to increase the number of students who












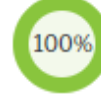
score at meets or above and increase progress on the 2021 STAAR Tests.








Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: A Title 1 certified teacher is utilized on campus to provide intervention supports for struggling students. Strategy's Expected Result/Impact: Students will demonstrate progress in academic content acquisition. Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Title 1 teacher - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide Intervention through a dedicated support teacher for reading and social studies, so students may receive small group instruction customized to their independent reading levels. Priority is given to Special Ed, ELL, and Tier 3 Intervention students. Strategy's Expected Result/Impact: Students will demonstrate progress in reading and skills and content acquisition. Staff Responsible for Monitoring: Reading and Social Studies teachers; Dyslexia teacher, ELAR and Social Studies administrators; Master schedule counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: FTE- teachers and substitutes - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide supplies needed to enhance and ensure effective learning environments and testing environments for all learners. Strategy's Expected Result/Impact: Provide optimal learning and testing environments for all learners. Staff Responsible for Monitoring: Counselors, Testing Coordinators, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: optimal learning and testing environments - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Use the SD (Self Directed) time for students who are struggling academically (Additional Targeted Support student focus-ATS) and for students in Tier II-III Intervention. Strategy's Expected Result/Impact: The percentage of students who are approaching grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Campus Content Coaches, Dyslexia teachers, Spec. Ed. Dept Chair; All teachers; all administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Train administrators and teachers on the use and effectiveness of PLC's. (Solution Tree) Strategy's Expected Result/Impact: Ensuring all new staff members are trained Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Train administrators and teachers on RTI (Mike Mattos) strategies. Strategy's Expected Result/Impact: Increase in student achievement Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Use the program -Literably- to aid in the identification of students (school-wide including SPED and LEP) who are reading below grade level so that teachers can provide the appropriate interventions. Strategy's Expected Result/Impact: Increase the number of students who show an improvement of reading level from the beginning of the year assessment, to the middle of the year assessment, to the end of the year assessment. Staff Responsible for Monitoring: ELAR Coach, reading teachers, ELAR administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 8: Use SD time to target students to provide enrichment toward a goal of raising percentage of students scoring "Masters" on STAAR tests. Strategy's Expected Result/Impact: The percentage of students who score "Masters" on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Administrators, all teachers, and content coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Perfect attendance rewards will be given at the end of each 6 weeks with tech cafe and a chance for semester reward for students to increase attendance for the school year. Strategy's Expected Result/Impact: Increase learning time thus STAAR score increases. Staff Responsible for Monitoring: Principals and Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.5 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Rosetta Stone will be utilized in ELL classes and Self Directed (SD) time for English Language Learners to learn English. Strategy's Expected Result/Impact: Increase student performance on STAAR. Staff Responsible for Monitoring: Teachers, ELL Aide, and ELAR Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Utilize staff members to provide support for ELL students during campus wide flexible time. Strategy's Expected Result/Impact: Increase student performance on STAAR and on report cards. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Utilize the intervention Committee to identify and prescribe services for Tier 2 and Tier 3 students. Strategy's Expected Result/Impact: Increase student academic progress Staff Responsible for Monitoring: Intervention Administrator, Content Coaches, Support teachers | Formative | | |
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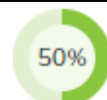
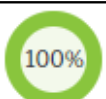

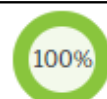
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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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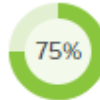

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.








Performance Objective 2: Implement research based programs and strategies in various accommodating time schedules to increase the number of students at meets grade level performance on the 2021 STAAR tests.

Evaluation Data Sources: STAAR results

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide subject area remediation during Saturday Camp focusing specifically on content vocabulary and target SE's. Strategy's Expected Result/Impact: Increased participation and improved scores Staff Responsible for Monitoring: teachers, Assistant Principals, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Saturday Academic Camps - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The Title 1 Aide will follow a rotation schedule to provide support to At-Risk students based on student/teacher needs. Strategy's Expected Result/Impact: Improved performance of Title 1 students. Staff Responsible for Monitoring: Campus Content Coaches, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Title 1 Instructional Aide with benefits - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide school-wide power reading time in Mentor Monday SD (Self Directed) and during SD time on PLC day . Strategy's Expected Result/Impact: AR points earned by all students each 6 weeks. Reading logs are kept in ReadSquared. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Reading rewards - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will work in Extended Day Program year round, after school (5pm bus service) and Saturdays, to tutor struggling students in the core subject areas and to prepare them for STAAR testing. Strategy's Expected Result/Impact: The percentage of students who are approaching grade level performance on the Math, Reading, Writing, Science, and Social Studies STAAR Tests will be greater than the state average. Staff Responsible for Monitoring: Campus Content Coaches and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Extended Day supplies, salaries, transportation - Extended Day/Tutorial, Extended Day Supplies, transportation - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Schedule tutorials before and after school specifically for ELL and SPED students to target weaknesses in all core subjects. Strategy's Expected Result/Impact: Improved Content Assessment scores and STAAR test scores. Staff Responsible for Monitoring: ELA, Science , History, Math, and Sped. teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: ESL Tutorials - 263 - Title III A - Bilingual Education, Language , ESL Camp - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Schedule Level 1 and Level 2 LEP students in small group ESL classes and schedule Level 5 students in small group reading classes. Strategy's Expected Result/Impact: Increase student academic performance | Formative | | |
| | Mar | June | Aug |







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| Staff Responsible for Monitoring: Administrators, Counselors, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: By June 2021, the percentage of students identified as Special Education students who are approaching grade level performance on the STAAR Math, Reading, Science, and Social Studies tests will be equal to or greater than the state average.

Evaluation Data Sources: 2020 STAAR results

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Special education staff members are participating in GLTs and PLCs to collaboratively come up a plan to help struggling SpEd students. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Administration, Special Education Case Managers, Teachers, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Special education staff pull struggling SpEd students for additional small group intervention during SD time. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Case Managers and support facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Special Education teachers and aides will provide morning and after school tutorials for Special Education students to get small group tutorials and remediation. Strategy's Expected Result/Impact: Improved academic performance Staff Responsible for Monitoring: Administration, SPED Department Chair Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: BSS teachers, aides, PE teachers, and all principals will become CPI (Crisis Prevention) certified and maintain that certification each year employed at Bondy Intermediate. Strategy's Expected Result/Impact: Campus-wide awareness of the district policies and expectations Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students aides will be utilized to foster positive interaction between regular education students and SUCCESS students. Strategy's Expected Result/Impact: Promote a positive learning environment. Staff Responsible for Monitoring: SUCCESS Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: Analyze state, district, campus academic data to individualize learning for specific monitor groups to increase the number of students who meet grade level performance on the 2021 STAAR tests.

Evaluation Data Sources: STAAR results, Summit Learning platform data (cognitive skills, mentoring, and content performance)

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create Monitor Groups for Special Education students and ELL students in Aware and Summit Learning to analyze weaknesses and set up content specific tutorial sessions. (ATS: all subjects; ELL, SpEd) Strategy's Expected Result/Impact: Provides timely data for decision making Staff Responsible for Monitoring: Campus Coaches; Aware Liaisons; SpEd Case Managers; ESL teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize Lead 4ward data and data heat maps to ensure instructional and assessment practices are aligned to TEKS and student needs for STAAR preparation. (ATS: all subjects; ELL, SpEd) Strategy's Expected Result/Impact: Provide timely data for decision making regarding monitor groups Staff Responsible for Monitoring: Administrators, Campus Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create red day/blue day schedule reading intervention for Tier 3 struggling readers and students diagnosed with dyslexia. Strategy's Expected Result/Impact: Provide tools for students to improve academic performance Staff Responsible for Monitoring: Dyslexia Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with district Special Programs Department to identify struggling ELL/ LEP students on the failure report provided at 3 week and 6 week grading periods to have discussions with teachers about how they are using linguistic accommodations to provide timely and effective interventions. (ELL) (ATS: all subjects; ELL, SpEd) Strategy's Expected Result/Impact: Provide timely data for decision making regarding monitor groups Staff Responsible for Monitoring: Campus Coaches, Special Programs Department; Department Administrators; LPAC administrator; TELPAS administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Teachers will utilize STAAR formatted tests, content assessments, MAP testing, and LTF Diagnostics throughout the year to monitor in eduphoria and chart student achievement. Strategy's Expected Result/Impact: Increases the use of quality data to drive instruction Staff Responsible for Monitoring: Teachers, Campus Content Coaches, Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: An Intervention team will monitor Tier 2 and 3 student grades to suggest classroom interventions to improve student grades and academic performance. Strategy's Expected Result/Impact: Improve STAAR performance. Staff Responsible for Monitoring: Intervention team, DAIT teacher, Principals, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize platform data to address and plan remediation for the subpopulation gaps through intervention, extended day, Self Directed (SD) time, PLCs, and leadership meetings. Strategy's Expected Result/Impact: Increase STAAR scores for sub-population groups Staff Responsible for Monitoring: Principals, Campus Content Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

















Performance Objective 1: By the end of the 2020-2021 school year, students will be provided more motivational and preparatory activities for transition into new educational settings.

Evaluation Data Sources: School calendar of activities

Students have the opportunity to earn awards such as Habits of Success, Student of the Month and reading challenge awards.

Students have the opportunity to take the PSAT test, prepares them to take the SAT in high schools. Students engage in college and high school tours. Students engage in application process to apply for certain high schools such as Early College or Career Technical High School. Through the curriculum, students become exposed to the pathways that are available for them in high school and they research and begin selecting a pathway and high school to attend. Students are also exposed to various careers through our annual career day. Our students learn about other career paths and speak with and listen to professionals about their journey to becoming specialized in their field.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Eighth grade students will be advised by high school counselors and participate in a one-day camp at the feeder high school. Strategy's Expected Result/Impact: Early awareness of pathways and electives offered at the high school will help students make the best decisions prior to registration. Staff Responsible for Monitoring: Administration, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Sixth grade students from the feeder middle schools will be advised by Bondy Administrators and they will participate in a one-day camp during a regular school day to prepare them for the transition to Intermediate school. Strategy's Expected Result/Impact: Early awareness of electives offered and scheduling which will help students make the best decisions prior to registration. Staff Responsible for Monitoring: Administration, Campus Content Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: buses and misc. cost - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Principal and staff will continue vertical planning. This includes luncheons and staff development. Strategy's Expected Result/Impact: Improved vertical relationships between schools which will aid teachers and counselors in advising students. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Eighth grade students will be visited by PMHS Early College in the Fall 2019 to help them determine their high school path before registration in the spring. Strategy's Expected Result/Impact: Increase motivation and awareness of students' career and college path options for high school and beyond. Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: By the end of the 2020-2021 school year, students will be provided more motivational and preparatory activities for college and career exploration.










Evaluation Data Sources: Participation in activities

















School calendar of activities

Students have the opportunity to earn awards such as Habits of Success, Student of the Month and reading challenge awards.

Students have the opportunity to take the PSAT test, prepares them to take the SAT in high schools. Students engage in college and high school tours. Students engage in application process to apply for certain high schools such as Early College or Career Technical High School. Through the curriculum, students become exposed to the pathways that are available for them in high school and they research and begin selecting a pathway and high school to attend. Students are also exposed to various careers through our annual career day. Our students learn about other career paths and speak with and listen to professionals about their journey to becoming specialized in their field.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create and provide college week activities and/or theme days to promote college awareness. Strategy's Expected Result/Impact: Encourages students to do some long range planning to reach higher educational goals Staff Responsible for Monitoring: Teachers, Administration Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Schedule and hold annual Career Day to inform students of career options. Strategy's Expected Result/Impact: Informs students of career possibilities. Staff Responsible for Monitoring: Principal, Career Day Committee Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college Funding Sources: Career Day - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers and staff will display college banners outside the classroom door or in a visible area in the school which advertises the college he/she attended. Strategy's Expected Result/Impact: Encourages, informs, and initiates conversations regarding benefits of going to college. Staff Responsible for Monitoring: All staff Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: AVID skills and Summit Habits of Success are integrated in 7th and 8th grade Personalized Learning classes, which teaches skills needed to be successful in college. Strategy's Expected Result/Impact: Prepares students for greater success in college Staff Responsible for Monitoring: Summit Personalized Learning teachers, Counselors, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers will be trained in Summit Personalized Learning strategies which prepare students for college courses and careers through developing self-direction and other Habits of Success. Strategy's Expected Result/Impact: Prepares students for greater success in college and career Staff Responsible for Monitoring: All core teachers, Campus Content Coaches, Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: 7th grade students will take The Kuder Career Needs Assessment (KCNA) to determine what they need in their career and educational development. Strategy's Expected Result/Impact: Helps students make informed decisions about college and/or vocational school. Staff Responsible for Monitoring: Counselors, 7th grade homeroom teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: 8th grade students will participate in the PSAT to begin to identify strengths and weaknesses to prepare for the SAT in high school. Strategy's Expected Result/Impact: Helps students and parents identify steps to prepare for the SAT. Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2021, teachers will be provided more opportunities to build peer relationships and positive work environment.

Evaluation Data Sources: teacher surveys, participation in events

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Celebrate teacher dedication to student success at Faculty Meetings, luncheons, and breakfasts. Strategy's Expected Result/Impact: Improves teacher relationships and promotes a positive school climate. Staff Responsible for Monitoring: Administration, Campus Content Coaches Funding Sources: Teacher Appreciation - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will celebrate diversity by recognizing cultures within the school population. Strategy's Expected Result/Impact: Improves teacher relationships and promotes a positive school climate. Staff Responsible for Monitoring: Assistant Principal/organizer, teachers and staff Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Faculty and staff will vote on a Teacher of the Year to be entered in to the district competition. The nominated teacher will be interviewed and a narrative will be written about his/her life in education and accomplishments. Strategy's Expected Result/Impact: Improves teacher quality and effectiveness Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Faculty and staff will celebrate the successes of their peers during luncheons, faculty meetings, the weekly shoutout and bulletin board messages. Strategy's Expected Result/Impact: Improves teacher morale and supports a positive campus climate Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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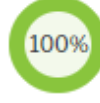
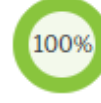

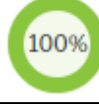
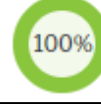
| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Teachers and staff will be recognized on their birthday with a personalized birthday wish. Strategy's Expected Result/Impact: Promotes a positive school climate Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: By June 2021, 100% of new teachers will receive induction support.

Evaluation Data Sources: sign-in sheets, Mentor documentation, agendas, campus new teacher events

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: New teachers will receive a mentor to provide support and assistance as needed. Strategy's Expected Result/Impact: Increases leadership effectiveness and teacher quality Staff Responsible for Monitoring: Administration, New Teachers, Mentors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: New teachers will participate in New Teacher Orientation (#BondyProudAcademy) which will provide information on school policies and procedures. Strategy's Expected Result/Impact: Increases knowledge of school policies and programs prior to the beginning of the year Staff Responsible for Monitoring: Campus Content Coaches, New Teachers | Formative | | |
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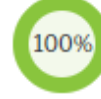
| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Administration will attend job fairs, recruit from out-of-state and utilize Human Resources to find highly qualified teachers to fill vacant positions. Strategy's Expected Result/Impact: The Leadership Team will make informed decisions when searching for highly qualified staff Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: New teachers will be trained in effective teaching practices (RISE Program) through PISD professional development class offerings and Summit Learning Summer Training. Strategy's Expected Result/Impact: Improves teacher quality and effectiveness Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Curriculum Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All teachers and staff will be required to complete e-courses in SafeSchools. Strategy's Expected Result/Impact: Improves teacher quality and effectiveness Staff Responsible for Monitoring: Principal, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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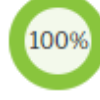
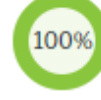
Goal 4: We will actively recruit, develop, and retain a highly qualified staff.














Performance Objective 3: By June 2021, 100% of professional staff will participate in regular campus and district staff development sessions based on target audience.

Evaluation Data Sources: Eduphoria, sign-in sheets

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue the position of Technology Liaison(s) to train teachers on latest technology hardware and programs. Three individuals will take this title. Strategy's Expected Result/Impact: Improves teacher confidence and effectiveness when using district programs Staff Responsible for Monitoring: Technology Liaisons Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development in areas of classroom management, Inclusion/Special Education, mentoring, self-directed learning cycle, PBIS, SDI strategies, RTI strategies, Personalized Learning, and 7 Steps training. Strategy's Expected Result/Impact: Improves teacher quality and effectiveness Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Core content teachers, DAIT, and other instructional staff will participate in SIOP training and ESL Academy (obtain ESL Certification). Strategy's Expected Result/Impact: Provides teachers with research based strategies which will be most effective for English Language Learners. Instructional staff will be ESL Certified. Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with district Special Education Specialists to receive training on the ARD process and how to interpret and implement IEP's. Strategy's Expected Result/Impact: Increases knowledge of the ARD process and how to interpret IEPs. Staff Responsible for Monitoring: Special Education Department Head Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campus Content Coaches will assist teachers with generating STAAR reports and MAP data, AWARE data and Platform data to tutor and monitor ELL and intervention students, provide staff development to teachers, provide opportunities to build relationships with parents and community members, and coach teachers in content and classroom management. Strategy's Expected Result/Impact: Provides a toolbox for teachers to help improve teacher quality and effectiveness Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus Content Coaches will provide support to staff members in the areas of Math, Science, ELAR, and Social Studies. Campus Coaches will attend weekly PLC meetings, provide staff development, provide ideas on instructional and discipline techniques and suggestions for resources. Campus Coaches will also help teachers maintain school-wide focus and district curriculum guidelines. Strategy's Expected Result/Impact: Provides additional support for teachers to help improve teacher quality and effectiveness Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Peer Facilitator and benefits - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus Content Coaches will utilize Instructional Coaching strategies and principles to assist teachers with instruction, discipline, and other areas as needed. Strategy's Expected Result/Impact: Provides additional support for teachers to help improve teacher quality and effectiveness Staff Responsible for Monitoring: Campus Content Coaches, Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus Content Coaches and administrators will participate in weekly Professional Learning Community (PLC) to discuss school-wide relationship focus, instructional needs, and district mandates and initiatives. Strategy's Expected Result/Impact: Improved communication between teachers and administrators Staff Responsible for Monitoring: Campus Content Coaches, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Teachers will participate in weekly PLCs to discuss relationship focus, instructional objectives, analyze data, and plan using district scope and sequence. Strategy's Expected Result/Impact: Promotes better communication and brainstorming among teachers which improves instruction Staff Responsible for Monitoring: Assistant Principals, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Recognize and honor "New Teacher of the Year, " "Teacher of the Year," and "Non-certified staff member of the year" and all teachers during Teacher Appreciation Week to promote a positive working environment. Strategy's Expected Result/Impact: Promotes a positive working environment Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Teachers will attend PL convening and other conferences/professional development to receive instruction on best teaching practices, personalized & differentiated learning, and technology advancements. Strategy's Expected Result/Impact: Improves teacher quality Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Staff Development and Conferences - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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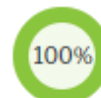



Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.













Performance Objective 1: By June 2021, increase the number of academic and family services to parents and families.











Evaluation Data Sources: Parent Surveys, school calendar, sign-in sheets, agendas

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information in languages other than English on how to create an account in Skyward so parents can remain abreast of information regarding grades and attendance. Strategy's Expected Result/Impact: Increases parent engagement and relationships Staff Responsible for Monitoring: Administrators, parent coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide information to parents in languages other than English when applicable in the form of a monthly newsletter (Patriot Press), calendar of events, phone calls in languages, campus Facebook page, Instagram account, Remind, Peach Jar notification service, and the school marquee. Strategy's Expected Result/Impact: Increases parent engagement and relationships Staff Responsible for Monitoring: Campus Content Coaches, clerical aides, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Parent Communication - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Host Parent Meetings in languages other than English and provide printed agendas to inform parents of End of Course Exams, Student Parent Teacher Compacts, Title 1 School Components, U.I.L. guidelines, student achievement, parental support, etc. Strategy's Expected Result/Impact: Increases parent engagement and relationships Staff Responsible for Monitoring: Campus Content Coaches, Principal, U.I.L. sponsors Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Display/advertise school events, news, holidays, and pictures on digital School Marquee and via social media. Strategy's Expected Result/Impact: Increases parent engagement and relationships Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Host an EL Night, a Family Night, a UIL Parent Night, and Parent conferences for struggling students as needed for parents to meet teachers, counselors, and administrators and tour the school. Strategy's Expected Result/Impact: Increases parent engagement and relationships Staff Responsible for Monitoring: Principal, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Parent Nights - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide school supply assistance and community services to homeless and migrant students to ensure success. Strategy's Expected Result/Impact: Increases family and community engagement Staff Responsible for Monitoring: attendance clerk, counselors, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Supplies and Services for Homeless and Migrant Students - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Schedule Bondy Patriot Camp/Orientation annually for incoming 7th and 8th graders which provides information on schedules, dress code, transportation, and first day procedures. Strategy's Expected Result/Impact: Provides information for students and parents to help foster an easier transition to intermediate school Staff Responsible for Monitoring: Campus Content Coaches, teachers, administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Coordinate counseling support and references to help students and parents deal with natural disasters, grief/loss, anger, self esteem, pregnancy and other personal issues as needed. Strategy's Expected Result/Impact: Improves relationships and facilitates family engagement Staff Responsible for Monitoring: counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Create opportunities for parents and teachers to help students achieve individualized Accelerated Reader and Read Squared goals. Strategy's Expected Result/Impact: Facilitates family engagement Staff Responsible for Monitoring: librarian, teachers, parent monitor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: Rewards - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide informational opportunities for parents and students to inform/recognize signs of depression, bullying, gang violence, internet and sexual predators, and social networks, improving cyber awareness in general. Strategy's Expected Result/Impact: Creates opportunities for relationship building and family engagement Staff Responsible for Monitoring: Assistant Principals, Counselors, Campus Content Coaches, Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Parent and Student Assemblies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Notify parents via phone each time their child is absent. Utilize district created Parent/Student Attendance Contract to determine needs of students who have long term absences. Strategy's Expected Result/Impact: Creates opportunities for parent communication and relationship building Staff Responsible for Monitoring: Attendance Clerk, counselors, administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Utilize the School Messenger System (Skylert) and Skyward email to send automated messages to parents in English and Spanish. Strategy's Expected Result/Impact: Creates opportunities for parent communication and relationship building Staff Responsible for Monitoring: Principals, Counselors, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Administer proper dyslexia screening to those students suspected of having reading difficulties in this area. Foster parent involvement through parental notification aimed at helping parents support identified children. Strategy's Expected Result/Impact: Creates opportunities for parent communication, engagement, and relationship building Staff Responsible for Monitoring: Dyslexia teacher, counselors, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Provide an English Language Learner Family Night to increase family support and student learning in the classroom. Strategy's Expected Result/Impact: Increase parent involvement for the ELL population. Staff Responsible for Monitoring: Administrators, Counselors, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.








Performance Objective 2: Increase meaningful opportunities for which parents are notified of student successes and achievements which creates a positive rapport and facilitates team collaboration.

Evaluation Data Sources: Student and Parent Surveys

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Offer academic, attendance, and honor roll incentive opportunities throughout the year and notify parents of the achievement. Strategy's Expected Result/Impact: Increases family engagement Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Funding Sources: student incentives - 461 - Activity Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Schedule the annual Spelling Bee for classroom finalists and invite parents to watch competition. Strategy's Expected Result/Impact: Increases parent engagement and builds relationships Staff Responsible for Monitoring: ELAR Department Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: supplies, snacks, shirts - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote student participation in art contests - area Art Contests, Fire Prevention, and Rodeo Art. Strategy's Expected Result/Impact: Increases family and community engagement Staff Responsible for Monitoring: art teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Reward individual achievement by recognizing students in a formal Awards Ceremony at the end of each year which honors academic achievement in all content areas and extracurricular areas as well. Strategy's Expected Result/Impact: Increases family engagement Staff Responsible for Monitoring: Awards Committee, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: rental, custodial, certificates, police - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Reward individual student achievement by recognizing and naming "Students of the Month". Administrators travel to student homes to award students each month. Strategy's Expected Result/Impact: Increases family engagement Staff Responsible for Monitoring: Committee Members, Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: yard signs- Students of the Month - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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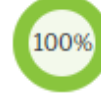
| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Promote and encourage parent and student participation in donation drives Strategy's Expected Result/Impact: Increases family engagement Staff Responsible for Monitoring: Administration, Interns Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 3: Increase meaningful opportunities for parents to have a significant and profound voice in their child's learning community.

Evaluation Data Sources: Student and Parent Surveys, sign-in sheets, agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create flexible ARD and Intervention schedule to involve parents and teachers in decision-making process. Strategy's Expected Result/Impact: Allows teachers and staff the ability to collaborate in order to make the best decisions for students Staff Responsible for Monitoring: Principal, LSSP, Special Education Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Parents will assist in overall plans for campus improvement through their involvement/participation in the Site Based Decision Making process. Strategy's Expected Result/Impact: Increases family and community engagement Staff Responsible for Monitoring: Principal, parents, teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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





| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Parents will be given the opportunity to attend meetings to help plan and schedule fundraisers for the 8th grade Prom at the end of the year. Strategy's Expected Result/Impact: Increases family engagement Staff Responsible for Monitoring: Administrators, 8th grade sponsors Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: food, decorations - 461 - Activity Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parents will be encouraged to complete an end of year and beginning of year Parent Needs Assessment survey which will be analyzed to shape future policies and procedures. Strategy's Expected Result/Impact: Increases parent participation and gives them a voice regarding school policies and procedures Staff Responsible for Monitoring: Principal, Campus Content Coaches/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Core classroom teachers will provide numerous opportunities for parents to learn about the Student Platform, participate in student led conferences and attend Parent Informational Events. Strategy's Expected Result/Impact: Increased parent attendance and knowledge of the Connect program; increase of student progress in the program Staff Responsible for Monitoring: Core teachers, administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide resources and information relevant to ELL students at our ELL Parent Night. Strategy's Expected Result/Impact: Increased family engagement Staff Responsible for Monitoring: Administrators/teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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Goal 6: We will ensure vital and ongoing relationships with our business and community partners.











Performance Objective 1: Maintain or increase school partnerships with area businesses and community leaders.

Evaluation Data Sources: Donation records, participation logs, and school activities

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide opportunity for area college students to complete observation hours required and student teaching assignments. Strategy's Expected Result/Impact: Increases community engagement and promotes positive relationships with area colleges and universities Staff Responsible for Monitoring: Assistant Principal, Campus Content Coach | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Principal uses the Pasadena Chamber of Commerce and Pasadena ISD Education Foundation to provide opportunities to connect staff with local area businesses. Strategy's Expected Result/Impact: Increases community engagement Staff Responsible for Monitoring: Principal | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote relationships between school and community businesses by hosting Bondy Days at area restaurants with percentage of profit being donated back to school. Strategy's Expected Result/Impact: Increases community engagement Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Solicit prizes and donations from area businesses to use as incentives for students and staff as well as at Parent Meetings to increase involvement. Strategy's Expected Result/Impact: Increases student, staff, community, and family engagement Staff Responsible for Monitoring: Administrators, Interns | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Schedule prominent community leaders to speak to parents and students at award ceremonies. Strategy's Expected Result/Impact: Increases community engagement Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Schedule an assembly and reception every year honoring veterans on Veterans Day. Strategy's Expected Result/Impact: Increases family and community engagement and helps staff to model the significance of the special day Staff Responsible for Monitoring: Student Council, Social Studies Department Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Veterans Day, food, decorations, office supplies - 461 - Activity Fund | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Promote and encourage students, parents, and staff to participate in donation drives to benefit local organizations. Strategy's Expected Result/Impact: Money and items collected will be donated. Increases family and community engagement Staff Responsible for Monitoring: Student Council, National Junior Honor Society, Campus Content Coaches, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Reach out and utilize local vendors to provide entertainment and supplies for the Bondy Bash at the end of the year. Strategy's Expected Result/Impact: Increases community engagement. Serves as incentive for students. Staff Responsible for Monitoring: Administration | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Solicit Rice Space Institute to provide scholarships for girls to attend the Reach for the Stars STEM Festival at Rice University. Strategy's Expected Result/Impact: Increases student awareness of STEM careers for females and creates positive relationships with local colleges and universities Staff Responsible for Monitoring: Campus Content Coach, teachers Funding Sources: Registration - 461 - Activity Fund | Formative | | |
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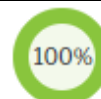
| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Provide an opportunity for students to attend academic and extracurricular field trips . Strategy's Expected Result/Impact: Provides students with real-world knowledge, hands-on experiences, and awareness of STEM careers, while also creating positive relationships with local businesses Staff Responsible for Monitoring: Campus Content Coaches, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Schedule community members to speak to students about their occupation on Career Day. Strategy's Expected Result/Impact: Increases community engagement Staff Responsible for Monitoring: Administrative Team, Career Day committee | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











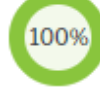

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.


Performance Objective 1: Increase the number of teachers who supplement their lessons with appropriate technology to produce projects and/or provide remediation.








Evaluation Data Sources: Lesson plans, walk-throughs, mobile labs, number of students with a tablet

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training for teachers in Skyward, Lanschool, Eduphoria, Summit Platform, Classlink, Google Suite, and other district applications and explicit training to new employees. Strategy's Expected Result/Impact: Increase teacher capabilities with district applications. Staff Responsible for Monitoring: Campus Content Coaches, tech liaisons Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide technology training on teacher web resources and district purchased computer programs/software, Language Live, Literably, Rosetta Stone, Spelling City, Schoology, Smore, Flocabulary, BrainPop, Remind, Kahoot, Google Suite, Google Classroom, Quizlet Live, Once Note, NewsELA, AVID Weekly, textbook online resources, Zoom, etc. Strategy's Expected Result/Impact: Increased participation in technology staff development. Staff Responsible for Monitoring: Tech Liaisons Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff development in technology to promote and encourage use of laptops, wireless headsets, web cameras, snowball mics, document cameras, promethean boards, speakers, wireless keyboards and mouse, smart board, MiFi, WiDi, double monitors, etc. Strategy's Expected Result/Impact: Increased staff development in technology. Staff Responsible for Monitoring: Tech Liaisons, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue using web-based Accelerated Reader and Read Squared program. Strategy's Expected Result/Impact: Increase in library circulation ,AR points and increased time in reading logs. Staff Responsible for Monitoring: librarian, Reading teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Increase project based technology integration in lessons. Strategy's Expected Result/Impact: Increase lessons using technology one to one. Staff Responsible for Monitoring: teachers, Tech Liaisons, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Upgrade computers and other technology in all classrooms to provide students and teachers with the most current innovative devices for 21st century learners including: double monitors, laptops with docking stations, sound recording devices, wireless mouse and keyboard, smart board, wireless headsets, web cameras, etc. Strategy's Expected Result/Impact: Upgrade technology as items depreciate and malfunction. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide the opportunity for each student and teacher to have a personal tablet or laptop with charger and case that is utilized on school assignments. Strategy's Expected Result/Impact: Every student and teacher will have a tablet or laptop with charger and case. Staff Responsible for Monitoring: Tech Liaisons; 1:1 tech, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide an on-campus tech position for servicing student devices. Strategy's Expected Result/Impact: Quick repair of student device issues. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Tech Liaisons will teach and inform teachers of the available technology resources to be utilized in curriculum. Strategy's Expected Result/Impact: Increase the number of trainings offered. Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide translation headsets for parents at meeting and campus events. Strategy's Expected Result/Impact: Better communication and increased parental involvement. Staff Responsible for Monitoring: Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: translations headsets - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 11: Provide each student with a new laptop or tablet case to be used every day. Strategy's Expected Result/Impact: Students have working tablets or laptops and spend less time needing tablet or laptop repairs. Staff Responsible for Monitoring: Principal, Tech liasion Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Burnett Elementary

2020-2021 Formative Review



Mission Statement

The mission of Burnett Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that.....

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom, and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

All staff members will contribute to Burnett Elementary School's friendly, inviting environment. We will set the tone through our actions and attitudes. We will demonstrate our continuous support and encouragement of all students in four important ways.

1. We will teach students the expectations for responsible behavior in all school settings by relating student actions to our Guidelines for Success
2. We will provide positive feedback to students when they are meeting expectations and following the Guidelines for Success.
3. We will view minor misbehaviors as teaching opportunities, and respond calmly and consistently with corrections or consequences.
4. We will work collaboratively to solve behavior problems that are chronic or severe in nature.

Guidelines for Success

Be responsible

Everyone deserves respect

Listen and learn

Imagine what you can be

Exercise good behavior

Value honesty

Expect success in yourself

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all. | 31 |
| Goal 3: We will actively recruit, develop, and retain a highly qualified staff. | 33 |
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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.










Targeted or ESF High Priority







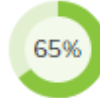


Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.






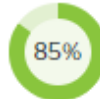



Summative Evaluation: Significant progress made toward meeting Objective










Next Year's Recommendation: Scheduled Walkthrough Calendar

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. (ATS - All, White) Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations. (ATS - All, White) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - General Fund - \$40,764 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus based staff development to ensure consistent implementation of the curriculum, scope and sequence and rigor and relevance standards. (ATS - All, White, Asian) Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$169,759.38 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. (ATS - All, White) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, ebooks, books, and other resources for specific TEKS. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (ATS - All, White, Asian) Strategy's Expected Result/Impact: Administrators, Campus Instructional Coaches Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - All, White) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$14,893.80 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS - All, White) Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS - All, White) Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
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| Strategy 15: Use assessment data to develop grouping arrangements and provide support for students based specific student expectations. (ATS - All, White) Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Schedule quarterly planning meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies. (ATS - All, White) Strategy's Expected Result/Impact: Agendas from Planning Meetings, Lesson Plans Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








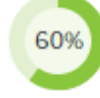




Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Deeper Data Meetings and working on mastery of the Essential Skills

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (ATS - All, White) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS - All, White) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Administer common assessments, reading inventories, and Curriculum Based Assessments to all kindergarten through fourth grade students; analyzed and used the collected data to create appropriate instructional groups to provide real-time intervention and enrichment support. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans, Data Binders Staff Responsible for Monitoring: Campus Instructional Coaches, Campus Administrators Lesson Plans, Data Binders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed. (ATS - All, White) Strategy's Expected Result/Impact: Data Binders, Intervention Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each








student.


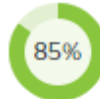











Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Staff development during faculty meetings and deeper conversations on student achievement

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. (ATS - All, White) Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS - All, White) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS - All, White) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Establish and support campus PLCs. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS - All, White) Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




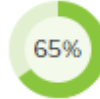







Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walk Through Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Literacy Committee for parent events, school-wide competition

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. (ATS - All, White) Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. (ATS - All, White) Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS - All, White) Strategy's Expected Result/Impact: WRAP assessment reports, LLI & Istation reports, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies. (ATS - All, White) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Literacy Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and online resources to support all learning styles. (ATS - All, White) Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T inservice and projects

Summative Evaluation: Met Objective

Next Year's Recommendation: Enrichment activities during Beaver Time

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: GT students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of kids that participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$300 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: G/T Coordinator, Librarian, Science Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Promote participation in the Duke Talent Search program in fourth grade. Strategy's Expected Result/Impact: Number of participation in Duke Talent Search Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.











Evaluation Data Sources: T-TEESS Goals, Eduphoria lesson plans, and student grades








Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Specific PD for teaching to the Essential Skills

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (ATS - All, White) Strategy's Expected Result/Impact: Sign in Sheets, Agendas, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. (ATS - All, White) Strategy's Expected Result/Impact: Intervention reports, grading reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. (ATS - All, White) Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS - All, White) Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, grading reports, LLI & Istation reports Staff Responsible for Monitoring: Campus Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning. (ATS - All, White) Strategy's Expected Result/Impact: Extended Day/Year. LLI & istation reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 - General Fund - \$4,390, - 211 - Title 1 A - Economically Disadvantaged Study - \$54,562.61 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide additional and individualized support to parents. (ATS - All, White) Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$43,064.19 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Conduct intervention assistance team (IAT) meetings every 4-9 weeks to review student data and progress monitoring reports; develop appropriate individualized or small group intervention support based on the collected data (ATS - All, White) Strategy's Expected Result/Impact: Progress Monitoring Reports, Intervention Folders Staff Responsible for Monitoring: IAT Team Members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Include Planned Intervention and Enrichment (PIE) time in the master schedule and provide appropriate instructional support for students based on information collected from a variety of data sources. (ATS - All, White) Strategy's Expected Result/Impact: Assessment Results, Data Binder Information Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE Reports, Intervention Reports, GradeSpeed Reports Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Provide more effective PD

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,698.62 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.







Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

Next Year's Recommendation: Monthly faculty meetings on training of safety and disciplines

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members. Strategy's Expected Result/Impact: GFS Posters, Survey Data, Committee Meetings Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations. Strategy's Expected Result/Impact: CHAMPS Posters, Walk-Through Documentation Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

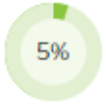

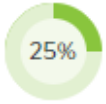





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Parent Education Opportunities for coordinated school health at each campus. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite parents to attend. Strategy's Expected Result/Impact: Sign-In Sheet, Donation Logs Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grading reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grading reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grading reports Staff Responsible for Monitoring: Teachers, intervention team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each









student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Attendance incentives, home visits, and attendance contracts

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












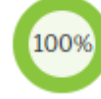
Performance Objective 12: During the current school year, campus will collaboratively work with the District Special Education Office to ensure that all the needs of each students are being met including 100% compliance with all federal and state requirements.














Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Continue to communicate effectively with all parties and train general education teachers on compliance.

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms Strategy's Expected Result/Impact: STAAR /ALT Participation Requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$2,000 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Special Education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue the 1-1 and provide better tech for teachers

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the istation assessments that are required. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, peer facilitators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |



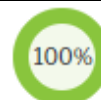


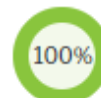




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective

Next Year's Recommendation: Career Readiness Day/Week, Parent trainings for careers

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

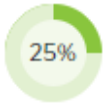





Performance Objective 2:

During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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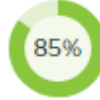





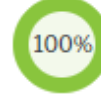




Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus. Provide time for observations to occur. Strategy's Expected Result/Impact: Surveys completed by New Staff Members Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus. Strategy's Expected Result/Impact: Staff Development Log Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.














Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

Next Year's Recommendation: Parent Volunteers, Parent trainings during and after-school

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component and orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement Superintendent's Stay in School Project/District Attorney Partnership. Strategy's Expected Result/Impact: Number of Court Referrals Staff Responsible for Monitoring: CAA, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey Results Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Campus Instructional Coaches, Technology Liaison, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide educational resources for parents on the website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Campus Instructional Coaches, Webmaster, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for parents to attend grade level meetings to share expectations and strategies for a successful year, share Title I information and TAPR data, test results, etc. Strategy's Expected Result/Impact: Signed Compacts, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Campus Instructional Coaches, Technology Liaison, Librarian, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,628.32 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Sign-In Sheets, Handouts Staff Responsible for Monitoring: Third and Fourth Grade Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week. Strategy's Expected Result/Impact: gn-In Sheets Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 10: Schedule grade level music programs to showcase students' talents in fine arts. Strategy's Expected Result/Impact: Programs from performances Staff Responsible for Monitoring: Music Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Communicate with parents by utilizing weekly folders that will be sent home each Tuesday to inform parents of their child's academic and behavioral progress. Strategy's Expected Result/Impact: Documentation in Folders Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Implement the WatchDogs program. (Dads of great students) Strategy's Expected Result/Impact: Number of Dads participating in the program. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Implement the HOUSE System program Strategy's Expected Result/Impact: Number of discipline referrals and Counseling sessions Staff Responsible for Monitoring: Campus Administrators and Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.








Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Extend involvement and pursue more small businesses

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (School Helpers, etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organizations' rosters Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See to Succeed program Strategy's Expected Result/Impact: Number of students participating and receiving eye services Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.) Strategy's Expected Result/Impact: Awards and Ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

















Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

Next Year's Recommendation: Consistent calendar schedule for safety drills, Conscious Discipline and HOUSE System re-implementation

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |










Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.








Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Staff PD on school safety monthly, student training on emergency responses

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse | Formative | | |
| | Mar | June | Aug |







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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | |  |  |  |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Bush Elementary

2020-2021 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Postsecondary Readiness



Mission Statement

The mission of Laura Bush Elementary, is to empower students to become accomplished, self-directed, and collaborative citizen scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

Vision

We believe everyone has purpose, worth, and dignity.
We believe individual potential is unknown and immeasurable.
We believe family dynamics profoundly influence the decisions individuals make and the people they become.
We believe connecting with others and building positive, meaningful relationships are essential.
We believe learning is instinctive, lifelong, and unique to the individual.
We believe communication is pervasive, essential, ever[present, and multidimensional.
We believe feeling safe enhances the ability to learn.
We believe diversity adds value to all areas of life.
We believe change is natural and continuous.
We believe each person is responsible and accountable in all aspects of life for the choices her or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals
















Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.








Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK-4 Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU - 199 - General Fund - \$46,472, Overtime - 199 - General Fund - \$1,256, Fixed - 199 - General Fund - \$1,752 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Salary - Title 1 Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$82,110.94 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plan in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line data bases, ebooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title One Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$15,213.72 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
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| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |









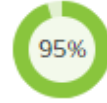







Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Accelerated Reading Instruction Strategy's Expected Result/Impact: Accelerated Reading Reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: LLI and BAS assessment reports, Lesson Plans in Eduphoria, Istation reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide staff development about reading strategies. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Literacy Cohort, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: T-TESS Reports, Eduphoria lesson plans and student grades

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T (Pgm 21) - 199 - General Fund - \$1,961 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Standardized and state assessments, T-TESS goals, Eduphoria reports, student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign -in sheets, Agenda, Lesson plans Staff Responsible for Monitoring: Administration, Peer Facilitators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Skyward reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Skyward reports, LLI reports, Istations Reports Staff Responsible for Monitoring: Peer Facilitators, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year, LLI Reports and Istations reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Salary - Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$28,055.88, Extended Day Funds - State Compensatory Funds - \$3,838 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional and individualized support to parents of at risk students Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Salary - Title 1 Counselor/Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$19,106.20 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support LEP students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Aware reports, Skywad reports, intervention reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Extended Day - Extended Day/Tutorial - \$5,840 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title III Supplemental - 263 - Title III A - Bilingual Education, Language - \$1,025.79 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$5,382 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 8: During the current school year, our campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Teachers Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plans, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang awareness training and Character Education programs Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIP's Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 9: During current year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Parent Education Opportunities for coordinated school health Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 10: During current year the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Skyward reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Skyward reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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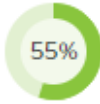






| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Skyward reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 11: During current year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data

Summative Evaluation: Met Objective

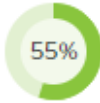


| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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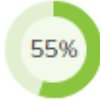


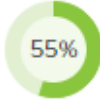


Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective















Performance Objective 12: During current year, Our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.








Evaluation Data Sources: District Special Education Guidelines, In-service by Special Education Department to district staff, ARD paperwork.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: eSpEd reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSpEd reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campuses will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR and STAAR Alt (ie., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR an STAAR Alternative Participation Requirement Forms Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide instructional supplies and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: District personnel Sign in sheets, Eduphoria reports, Classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Spec Ed (Pgm 23) - 199 - General Fund - \$1,288 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria, sign in sheets Staff Responsible for Monitoring: District Special Programs/504 Personal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st century classroom" Strategy's Expected Result/Impact: District Technology Plan, Budget, and Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS, Teacher and Campus STAR Chart, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Report, STaR Chart Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student. Performance Objective

Performance Objective 14: During the current school year, all students participating in the Connect Personalized Learning Program will develop high levels of academic proficiency, as measured by an increased achievement at or above grade level.

Evaluation Data Sources: Standardized and State Assessments, Skyward reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use Research Based Instructional Strategies to train the Personalized Learning teachers. Strategy's Expected Result/Impact: Connect Walkthroughs Staff Responsible for Monitoring: Administrators, Peer Facilitators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Ensure that students in the Personalized Learning Program are empowered to become self-directed learners and develop the habits, mindsets and behaviors that lead to academic and personal success. Strategy's Expected Result/Impact: Summit Platform reports Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Conduct scheduled parent conferences about the Personalized Learning students' progress. Strategy's Expected Result/Impact: logs Staff Responsible for Monitoring: Connect Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify and recruit students to apply for the Personalized Learning Program at the 4th Grade level. Strategy's Expected Result/Impact: Number of applications to the program. Staff Responsible for Monitoring: Administrators, Peer Facilitators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Conduct ongoing staff development for Personalized Learning teachers. Strategy's Expected Result/Impact: Eduphoria records, sign in sheets Staff Responsible for Monitoring: Administrators, Peer Facilitators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry to post-secondary education.

Evaluation Data Sources: counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Summative Evaluation: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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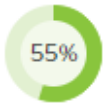





| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Career Day Schedule Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: status reports, Job Fair documentation, and staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning (paid) - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Peer observation opportunities. Strategy's Expected Result/Impact: Sign in sheets, Requested observation dates Staff Responsible for Monitoring: Campus Administrator, Peer Facilitator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships, and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: parent workshop agendas and sign in sheets, parent volunteer logs, calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide parent workshops regarding reading with children, online resources and ebooks. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide educational resources for parents on their website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Teachers Agenda, Sign In Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Peer Facilitators, Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title One Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$2,684.77 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information ad Texas Academic Performance Report (TAPR) data. Strategy's Expected Result/Impact: Sign In Sheets, Agendas Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: volunteer reports, donation reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school Strategy's Expected Result/Impact: Campus Plans, Service Organization enrollment and attendance data Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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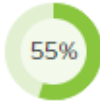


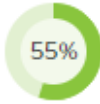


| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers. Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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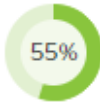








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff











Performance Objective 1: During the current school year, our campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria workshop credit Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessional Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create campus safety crisis management plans, including safety drills Strategy's Expected Result/Impact: Safety drill log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior. Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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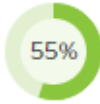









Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Eduporia reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend the district ALICE trainings Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plan Staff Responsible for Monitoring: Campus Administrators, Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Evaluation Data Sources: positive increase in patriotism and volunteerism

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities. Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

De Zavala Middle School

2020-2021 Formative Review



Mission Statement

At De Zavala Middle School, we are committed to academic excellence for **all** students in an environment that promotes student achievement, positive relationships, and responsible citizenship.

Every student. **Every** day. **Every** opportunity.

Vision

Our campus vision is to create an environment where everyone is responsible and accountable for achieving academic excellence.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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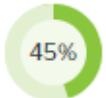
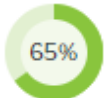




Goals











Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: By April of 2021, 50% of 5th grade students will meet grade level expectations on their STAAR Reading (up from 38%), and by June 2020, 50% of 6th grade students will meet grade level expectations on STAAR Reading (up from 15%).

Evaluation Data Sources: 2020 STAAR results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will create common assessments based on SE's and analyze data from these to determine interventions and enrichment activities. Strategy's Expected Result/Impact: Teachers will be utilizing real time data to determine targeted intervention and growth lessons. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, and District Instructional Specialists How it will be monitored: Common Assessment Data, department meeting agendas, and sign-in sheets Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards. Strategy's Expected Result/Impact: Expected to see detailed lessons with comprehensible input, student centered activities, and structured conversations that promote learning. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, District Instructional Specialists How it will be monitored: Lesson Plans, department meeting agendas, and sign-in sheets Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Students will receive intervention based on their individual needs during the school day as well as before and after school. Strategy's Expected Result/Impact: Teachers are giving targeted standards based activities to help close gaps and achieve accelerated growth. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, Part-time Staff, and Paraprofessionals This will be monitored by: Tutorial Logs, Intervention Schedules, CBA Results, STAAR Results Comprehensive Support Strategy Funding Sources: Intervention PF and Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will increase their reading fluency through SSR, Literably, LLI for small groups, and ELL students are on PowerUp. Strategy's Expected Result/Impact: Students will progress a reading level over the course of a year. For those students who are multiple reading levels behind we would expect to see accelerated growth. Staff Responsible for Monitoring: Teachers, Administrators, and Peer Facilitators Reports from different softwares Comprehensive Support Strategy Funding Sources: books, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: By April of 2020, 50% of 5th grade students will meet grade level expectations on their STAAR Math (up from 39%), and by June 2020, 50% of 6th grade students will meet grade level expectations on STAAR Math (up from 9%).

Evaluation Data Sources: 2019 STAAR results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will create common assessments based on SE's and analyze data from these to determine interventions and enrichment activities. Strategy's Expected Result/Impact: Teachers will be utilizing real time data to determine targeted intervention and growth lessons. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, and District Instructional Specialists How it will be monitored: Common Assessment Data, department meeting agendas, and sign-in sheets Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards. Strategy's Expected Result/Impact: Expected to see detailed lessons with comprehensible input, student centered activities, AVID strategies and structured conversations that promote learning. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, District Instructional Specialists How it will be monitored: Lesson Plans, department meeting agendas, and sign-in sheets Comprehensive Support Strategy Funding Sources: supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study, software - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will receive intervention based on their individual needs during the school day as well as before and after school. Strategy's Expected Result/Impact: Teachers are giving targeted standards based activities to help close gaps and achieve accelerated growth. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, Part-time Staff, and Paraprofessionals This will be monitored by: Tutorial Logs, Intervention Schedules, Common Assessment Results, STAAR Results Comprehensive Support Strategy Funding Sources: Math PF - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 4: Students will increase their number sense through the use of warm-ups, small group lessons, think alouds, Classkick and DreamBox. Strategy's Expected Result/Impact: Students will increase their confidence in number sense and close gaps that prevent them from accessing grade level content over the course of a year. Staff Responsible for Monitoring: Teachers, Administrators, and Peer Facilitators Reports from different softwares Comprehensive Support Strategy | Formative | | |
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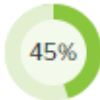
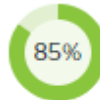




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: By June of 2020, 50% of 5th grade students will meet grade level expectations on their STAAR Science (up from 25%)

Evaluation Data Sources: 2019 STAAR results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: Teachers will create common assessments based on SE's and analyze data from these to determine interventions and enrichment activities. Strategy's Expected Result/Impact: Teachers will be utilizing real time data to determine targeted intervention and growth lessons. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, and District Instructional Specialists How it will be monitored: Common Assessment Data, department meeting agendas, and sign-in sheets Comprehensive Support Strategy | Formative | | |
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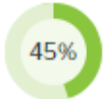





| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Teachers will lesson plan together utilizing the district curriculum, the district scope and sequence, and resources aligned to the state standards. Strategy's Expected Result/Impact: Expected to see detailed lessons with comprehensible input, student centered activities, and structured conversations that promote learning. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, District Instructional Specialists How it will be monitored: Lesson Plans, department meeting agendas, and sign-in sheets Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will receive intervention based on their individual needs during the school day as well as before and after school. Strategy's Expected Result/Impact: Teachers are giving targeted standards based activities to help close gaps and achieve accelerated growth. Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators, Part-time Staff, and Paraprofessionals This will be monitored by: Tutorial Logs, Intervention Schedules, CBA Results, STAAR Results Comprehensive Support Strategy Funding Sources: supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: By June of 2020, 100% of students identified gifted and talented will meet grade level expectations on STAAR reading, math, and science portions of the state assessment.

Evaluation Data Sources: 2019 STAAR results

Summative Evaluation: Some progress made toward meeting Objective





| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Teachers will incorporate enrichment activities in their lessons which address the needs of gifted and talented students. Strategy's Expected Result/Impact: Students will be challenged with real world applications which will allow for growth in all GT students as evidenced by the progress measure on State Accountability. Staff Responsible for Monitoring: Administrators, G/T Teachers | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: By April or June of 2020, 100% of our SPED students will show growth by getting a progress measure of 1 or more which would be evidence of closing the gaps.

Evaluation Data Sources: Eduphoria lesson plans documenting high-level instruction. Student success demonstrated on report cards, midterm data, STAAR data, TELPAS, and Writing benchmarks. ESPED and 504 paperwork documenting the accommodations and modifications for each student receiving services. State of Texas Assessment of Academic Readiness Summary Report; TEA Accountability Summary

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: All students will be placed in the proper services and all ARDs will be conducted within the timeline established by law. Staff Responsible for Monitoring: LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Students in need of special education services receive appropriate placement in a timely fashion. Staff Responsible for Monitoring: Administrators, LSSP, Special Education Case Managers | Formative | | |
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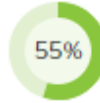




| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: ARD committee annually recommends and reviews testing accommodations. Campus staff will implement and follow with fidelity student's IEP and recommend testing accommodations consistently, routinely and effectively. Strategy's Expected Result/Impact: Students will show progress and meet goals within their IEP. Students will show that they can work independently and consistently using their designated supports. Staff Responsible for Monitoring: Walkthroughs, lesson plans, staffings, student work samples, teacher/instructional coaches conferences, and check-ins by case managers. Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 6: By April of 2020, 100% of our ELL students will show growth of at least one proficiency level across all TELPAS domains.

Evaluation Data Sources: TELPAS data and LAS data

Summative Evaluation: Some progress made toward meeting Objective




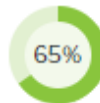




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: All ELL students will be receiving targeted interventions including small group, English Language Development club, Rosetta Stone, ESL reading SMART, Literably etc.... Staff Responsible for Monitoring: Individual student reports for softwares used, classroom observations, real time data from LEAD time. Teachers are receiving SIOP training. Funding Sources: books, supplies and materials - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students and Parents will learn about college and career opportunities.

Evaluation Data Sources: Campus Planning Calendar

Summative Evaluation: Some progress made toward meeting Objective


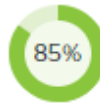
| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Adopt a district-wide career awareness curriculum to expose students to career clusters in grades K-6. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselors and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Explore various college opportunities during College Week. Strategy's Expected Result/Impact: College Week Plan and Campus Planning Calendar Staff Responsible for Monitoring: Counselors | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |


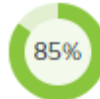




Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: All teachers will participate in staff development that develops their instructional practices.

Evaluation Data Sources: Staff Development Agendas and Sign-in Sheets

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide substitutes for Math, Science, ELAR, and Social Studies teachers so they can attend campus based staff development with District Instructional Specialists, Peer Facilitators, and Administrators. Strategy's Expected Result/Impact: Staff Development Sign-in Sheets, Lesson Plans Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers, and District Instructional Specialists. Comprehensive Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----|
| Strategy 2: Attend one hour campus faculty meetings which provide training for curriculum and instruction, PBIS, 7 Steps to a Language Rich Classroom and Interventions, and Safe and Civil. Strategy's Expected Result/Impact: Faculty Meeting Agendas and Sign-in Sheets Staff Responsible for Monitoring: Administrators, Peer Facilitators, and Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  85% |  85% | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




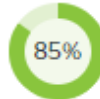

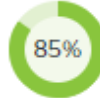




Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Administrators, Counselors, and Peer Facilitators will participate in staff development and meetings which will develop their leadership skills.

Evaluation Data Sources: Staff Development Agendas, Meeting Agendas, Sign-in Sheets, Certificates of Completion

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-----|
| Strategy 1: Participate in weekly Leadership Team meetings to plan campus events, to discuss concerns, and to coordinate calendars. Strategy's Expected Result/Impact: Agendas and Sign-in Sheets Staff Responsible for Monitoring: Administrators, Peer Facilitators, Counselors Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  90% |  90% | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Participate in monthly meetings between Administrators and Peer Facilitators to plan department meetings, discuss curriculum, analyze campus data, and review student interventions/enrichments. Strategy's Expected Result/Impact: Meeting Minutes and Administrator/Peer Facilitator Calendars Staff Responsible for Monitoring: Administrators and Peer Facilitators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  85% |  90% | |









| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 3: Participate in weekly Administrator TTESS meetings to discuss walk through focuses, walk through data, and teacher evaluations. Strategy's Expected Result/Impact: Walk through logs, Administrator Calendars, Meeting Notes Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in monthly Administrator Curriculum meetings to discuss curriculum focuses, student data, teacher data, staff development, and Peer Facilitator meetings. Strategy's Expected Result/Impact: Administrator Calendars and Agendas Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Attend team meetings and department planning meetings on a monthly basis. Strategy's Expected Result/Impact: Meeting Sign-in Sheets and Administrator Calendars Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: All staff will participate in staff development to address relationship building, classroom management, campus procedures.

Evaluation Data Sources: Staff Development Agendas, Sign-in Sheets, and Certificates of Completion

Summative Evaluation: Met Objective







| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Attend training provided by Safe and Civil Committee which addresses campus procedures, expectations, and relationship building. Strategy's Expected Result/Impact: Sign-in Sheets and Agendas Staff Responsible for Monitoring: Safe and Civil Committee, Campus Staff Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attend district-wide Safe and Civil training. Strategy's Expected Result/Impact: Certificate of Completion Staff Responsible for Monitoring: Safe and Civil Committee Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 4: All staff will work as a team to celebrate successes, to encourage other staff members, and to build a sense of family at the campus.

Evaluation Data Sources: Observations, Staff Feedback, Retention Rate

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Participate in team building activities throughout the school year. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, and Campus Planning Calendar Staff Responsible for Monitoring: All Campus Staff | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parent engagement.

Performance Objective 1: Parental involvement across the campus will increase during the school year. We will hold 2 after school parent involvement

events per semester plus our monthly parent informational meetings.

Evaluation Data Sources: Records of parent volunteers and attendance at campus events.

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide activities that will welcome parents to our campus. Strategy's Expected Result/Impact: Event Plans, Campus Planning Calendar Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Recruit parent volunteers Strategy's Expected Result/Impact: Campus Planning Calendar Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide parent trainings using community resources based on parent feedback on their needs. Strategy's Expected Result/Impact: Event Plans, Agendas, and Campus Planning Calendar Staff Responsible for Monitoring: Parent Coordinator, Counselors, and CIS Funding Sources: snacks, paper, supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parent engagement.

Performance Objective 2: Parents will be able to assist their children with homework, academic intervention, and academic enrichment. Reading and math teachers will present strategies at our meetings to help the parents.

Evaluation Data Sources: Observations, feedback from parents, and sign-in sheets from parent meetings

Summative Evaluation: Some progress made toward meeting Objective












| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: parents can receive assistance from teachers on how to help their children with homework, academic intervention, and academic enrichment. Strategy's Expected Result/Impact: Sign-in Sheets from parent meetings Staff Responsible for Monitoring: Administrators, Teachers, Parent Coordinator, and Counselors Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Hold parent conferences regarding student academic concerns. Strategy's Expected Result/Impact: Sign-in Sheets, Parent Conference Logs Staff Responsible for Monitoring: Administrators and Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide students with planners to assist parent with homework and teacher communication. Strategy's Expected Result/Impact: Planner check Staff Responsible for Monitoring: Administrators, teachers, parents and Counselors Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will use appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Students will have access to technology which will facilitate their academic success.

Evaluation Data Sources: 1 to 1 technology inventory

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide 1 to 1 laptops and needed accessories for all students to utilize in the classroom. Strategy's Expected Result/Impact: Students become increasingly more familiar with technology and performance improves because better checks for understanding are happening with immediate feedback being given. Staff Responsible for Monitoring: Administrators, Tech Liaison, and 1 to 1 monitor Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Extend normal school hours to allow students to have access to technology outside of the normal school day. Strategy's Expected Result/Impact: Extended School Hour Schedule, Saturday 4 hour block monthly, Math Lab Attendance, and LEAD time. Individual plans worked out for Connect students who may need to take laptops home for extended periods. Staff Responsible for Monitoring: Administrators, Teachers, Librarian, ACE | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide innovative technology, needed accessories, and intervention programs to students to address academic needs. Strategy's Expected Result/Impact: It is expected that progress would be made and gaps addressed with more detailed data and targeted supports for skills and knowledge that are missing. Examples of programs used are LEAD Schedule, AR Reports, Star Testing Reports, Literably Reports, Rosetta Stone, Prodigy, Schoology. Staff Responsible for Monitoring: Administrators, Librarian, Tech Liaison, Teachers, ACE Funding Sources: supplies, headphones, mice - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will use appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 2: Teachers will incorporate technology into their daily instructional practices.

Evaluation Data Sources: Lesson Plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Attend technology trainings provided by Tech Liaison throughout the school year. Strategy's Expected Result/Impact: Certificate of Completion, Lesson Plans, Sign-in Sheets Staff Responsible for Monitoring: Teachers and Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Model appropriate use of technology during faculty meetings and department meetings. Strategy's Expected Result/Impact: Agendas Staff Responsible for Monitoring: Administrators, Peer Facilitators, District Instructional Specialists | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop lesson plans with technology applications such as Classkick incorporated in which students are using the technology. Strategy's Expected Result/Impact: Lesson Plans, Walk throughs, and Observations Staff Responsible for Monitoring: Administrators, Peer Facilitators, and Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 5: We will use appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 3: Administrators, teachers, and staff will have necessary skills to effectively integrate technology throughout the district.

Evaluation Data Sources: Staff Development Sign-ins and Certificate of Completion

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|-----|
| Strategy 1: Train staff on Eduphoria, Chancery, Skyward, Mizuni, Schoology, LanSchool and other technology applications. Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, CBA data, STAAR data, | Formative | | |
| | Mar | June | Aug |
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| | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| TELPAS, writing benchmarks, Technology assessment Staff Responsible for Monitoring: Administrators, Teachers, Peer Facilitators | |  |  |  |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

Pasadena Independent School District

Dobie High School

2020-2021 Formative Review



Mission Statement

We are purpose driven people who create laboratories for learning where relationships are priority, effort is expected, learning is supported and success is celebrated.

Vision

We exist to become better: better administrators, better teachers, better students, better people.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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







Goals

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Faculty and staff will align written curriculum, instructional strategies and assessments to TEKS based Instructional Targets.

Evaluation Data Sources: District CBA tests, teacher created common assessments

Summative Evaluation: Met Objective







| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All teachers will follow the scope and sequence developed by the district or department for each course and will meet on a regular basis with other content teachers to ensure continuity and alignment with rigorous TEKS based instructional targets. Strategy's Expected Result/Impact: 90% Mastery on 6 weeks CBA tests created and scored through the AWARE program. Staff Responsible for Monitoring: Team Leaders, Teachers, Assistant Principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Benchmark data will be evaluated on a regular basis in content level meetings to analyze the depth of student learning. All assessments will measure student performance on rigorous TEKS based instructional targets and STAAR objectives. Strategy's Expected Result/Impact: 90% mastery on Benchmark tests Staff Responsible for Monitoring: Team leaders, Assistant Principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will be provided regular training in instructional strategies which are tightly aligned to the TEKS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations. Strategy's Expected Result/Impact: Increased scores on formative and summative assessments. Staff Responsible for Monitoring: Teachers, Assistant Principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: Focused intervention will be provided on areas of weakness, as indicated by EOC assessments, for students identified as 504, Special Education, Limited English Proficient, Migrant, At-Risk, Dyslexic, Speech Pathology, Gifted and Talented, and any other population needing intervention.

Evaluation Data Sources: Formative and Summative assessments

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will be given strategies to prepare all students, including special population of students for success on EOC assessments. (SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL,SE) Strategy's Expected Result/Impact: 85% Mastery on all EOC assessments for special population students Staff Responsible for Monitoring: Teachers, Special Education staff, Assistant Principal for each content area Comprehensive Support Strategy Funding Sources: Resources needed for training and materials for Special Education teachers and Support Facilitators - 199 - General Fund - \$5,549 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Gifted and talented students will be provided opportunities in class, during MegaLunch and at after school tutorials, to prepare them for Level III Performance and higher on EOC assessments. Strategy's Expected Result/Impact: Increased numbers of students qualifying for graduation on the Distinguished Academic Plan. Staff Responsible for Monitoring: Teachers, Assistant Principal Funding Sources: Resources needed for training and materials for teachers of students in the Gifted and Talented program - 199 - General Fund - \$9,128 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Limited English Proficient students will be provided opportunities, during the school day, in class and during MegaLunch, to use the Tier 3 Reading program and Rosetta Stone Language program to prepare them for success on EOC assessments. (SG-Reading/,ELL) Strategy's Expected Result/Impact: 85% Met Satisfactory on Reading EOC for Limited English Proficient students Staff Responsible for Monitoring: ESOL teachers, Assistant Principal Comprehensive Support Strategy Funding Sources: Resources needed for training and materials for ESL and SIOP teachers - 199 - General Fund - \$4,037, Resources needed for Tier3 Reading Program materials and training; Reading Liberally program materials and training. - 255 - Title II A - Improving Teacher & Principal Q, Resources needed for teacher aides to assist in classrooms, teacher training for SIOP model, staff development for teachers, ESL certification programs for teachers - 263 - Title III A - Bilingual Education, Language - \$2,250.12, Resources needed for training and materials for ESL teachers and students - 263 - Title III A - Bilingual Education, Language - \$1,058.88 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All special population student will be encouraged to attend EOC tutorials during MegaLunch and/or before/after school. Tutorials will be based on areas of weakness as indicated by reports on AWARE.(SG-Reading/SE, ELL,AA; Math/SE; Science/SE;SS/ELL, SE) Strategy's Expected Result/Impact: 85% Mastery for all special population EOC based formative and summative assessments. Staff Responsible for Monitoring: Teachers, Assistant Principal Comprehensive Support Strategy Funding Sources: Resources needed for targeted tutoring based on areas of weakness as indicated by various testing - 199 - General Fund - \$3,567 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The School Library will provide students opportunities to have relevant reading materials and use technology devices during MegaLunch, and before/after school. Books may also be checked out to students as requested. Strategy's Expected Result/Impact: Increased performance on Assessments, due to increased knowledge and interest in learning, as indicated on formative and summative assessments, as well as verbal interactions with teachers and staff. Staff Responsible for Monitoring: Librarians, teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: Content teams will meet at least once a week to discuss and review effectiveness of instructional strategies. Data from formative and summative assessments will be used to guide discussions and support necessary adjustments to ensure student learning.

Evaluation Data Sources: Formative and Summative assessments

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will meet with their core content team to plan instruction, assessments and interventions which are tightly aligned to TEKS. Instructional materials and techniques will be frequently reviewed and necessary adjustments will be made to ensure student learning. (SG-Reading/SE, ELL, AA; Math/SE; Science/SE; SS/ELL, SE) Strategy's Expected Result/Impact: Increased scores on formative and summative assessments Staff Responsible for Monitoring: Content team teachers, Assistant Principals, Content Specialists Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Structures which ensure a smooth transition from intermediate to high school will be planned and implemented.

Evaluation Data Sources: Observation data, Data gathered from dialogue with students

Summative Evaluation: Met Objective

















| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The intermediate campuses will host a student/parent night so parents and students will have an opportunity to learn about high school expectations and currently offered programs. Extracurricular opportunities will be represented and parents will be encouraged to have their students participate in a program of their choice to help facilitate a more positive and fulfilling high school experience Strategy's Expected Result/Impact: Successful transition from Intermediate to High School Staff Responsible for Monitoring: Administrators, Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: First time 9th grade students will attend school one day early to meet teachers, learn about high school expectations and participate in the high school experience. Strategy's Expected Result/Impact: Increased success with transition to High School. Staff Responsible for Monitoring: Teachers, Assistant Principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: All students will be encouraged to take advanced coursework and advanced testing as preparation necessary for a 21st century learner.

Evaluation Data Sources: Participation data, Assessment data






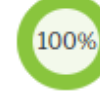




Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Vertical team planning will be utilized for AP and PAP teachers to ensure curriculum is aligned and communication of needs and expectations is expressed on a regular basis. Strategy's Expected Result/Impact: Increased success and participation of students on AP assessments. Staff Responsible for Monitoring: AP and PAP teachers, Department Heads | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Parent meetings will be planned to provide necessary information and answer questions. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prep sessions will be provided for students throughout the year to prepare them for the AP assessments. Strategy's Expected Result/Impact: Increased success on AP assessments Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Economically disadvantaged students shall receive fee waivers or fee assistance in testing opportunities such as Advanced Placement, PSAT or SAT/ACT. Strategy's Expected Result/Impact: Increased student participation in testing opportunities Staff Responsible for Monitoring: Counselors, AP Coordinator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: An advisory period will be held twice a week to promote the social and emotional connections 21st century students need to establish with teachers and peers. Advisory will also provide opportunities for teachers to monitor student success in all academic areas.

Summative Evaluation: Met Objective














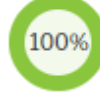
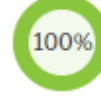
| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will utilize advisory on Tuesday to complete necessary activities related to school programs, monitor students' academic progress, and announce important upcoming events. Strategy's Expected Result/Impact: Increased awareness of school activities by all students Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will utilize an advisory on Friday to continue monitoring students' academic success, build personal relationships with students and view Dobie news. Strategy's Expected Result/Impact: Increased number of students positively impacted through the building of personal relationships. Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: An AFJROTC program will be offered to students as an alternative elective for students interested in the military. The objectives of JROTC are to educate and train high school cadets in citizenship, promote community service, instill responsibility, character, and self-discipline, and provide instruction in air and space fundamentals.

Evaluation Data Sources: Participation data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The AFJROTC program is grounded in the Air Force core values of integrity first, service before self, and excellence in all we do. The curriculum emphasizes the Air Force heritage and traditions, the development of flight, applied flight sciences, military aerospace policies, and space exploration. Strategy's Expected Result/Impact: Increased student participation in program Staff Responsible for Monitoring: AFJROTC leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Aerospace science comprises 40 percent of the curriculum; leadership education, 40 percent; physical fitness for life training, 20 percent. Students who successfully complete AFJROTC classes are granted credit toward graduation. Classroom study includes heritage of flight, development of aerospace power, contemporary aviation, aerospace environment, human requirements of flight, aerospace vehicles, principles of aircraft flight and navigation, space programs, space technology, rocketry, propulsion, and aerospace industry. Strategy's Expected Result/Impact: Increased student understanding of Air Force programs Staff Responsible for Monitoring: AFJROTC leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students are introduced to military customs and courtesies, citizenship in the United States, first aid, wellness, health and fitness, basic drill and ceremonies, effective communications, management, human relations and life after high school. All uniform and curriculum materials are provided by the Air Force. Supplemental materials are provided to enhance the curriculum. Strategy's Expected Result/Impact: Increased understanding of military customs Staff Responsible for Monitoring: AFJROTC leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: To reinforce what is learned in the classroom, cadets participate in many outside activities such as field trips to military bases, aerospace facilities and industries, museums, civilian airports and other areas related to aerospace education. Strategy's Expected Result/Impact: Increased understanding of Air Force program Staff Responsible for Monitoring: AFJROTC leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Cadets participate in parades, summer leadership schools, drill team competitions, color and honor guards, military balls and honorary academic groups. Many AFJROTC units complement the curriculum through the cooperation and resources of organizations such as NASA, Civil Air Patrol and the National Endowment for Financial Education. Strategy's Expected Result/Impact: Increased understanding of Air Force program Staff Responsible for Monitoring: AFJROTC personnel | Formative | | |
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

| Strategy 6 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Community service is a major part of the cadet experience and helps instill a sense of civic pride and citizenship. Projects range from working with national organizations, such as March of Dimes, Muscular Dystrophy, National Red Ribbon Campaign and Special Olympics, to participating in local community projects such as cleaning and refurbishing cemeteries, building parks and sponsoring little league teams. Strategy's Expected Result/Impact: Increased student participation in community Staff Responsible for Monitoring: AFJROTC personnel | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Cadets are very active in drug abuse prevention education. The Awareness Presentation Team is a program designed to provide cadets as positive role models for elementary and middle school students. Cadets visit the younger students at their schools and present talks and skits in an effort to deter drug use and abuse. Active unit programs make presentation to thousands of students each year. Strategy's Expected Result/Impact: Increased student understanding of drug abuse prevention Staff Responsible for Monitoring: AFJROTC personnel | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.








Performance Objective 5: The campus will create a safe school climate which provides opportunities for healthy social and emotional connections essential to 21st century learners.

Evaluation Data Sources: Observation data, surveys

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: A campus crisis management team will facilitate a school safety plan; Counselors will be trained and available for visiting with students, when needed, during the school year. Strategy's Expected Result/Impact: Increased safety on campus; Increased emotional support Staff Responsible for Monitoring: Crisis Management Team; Counseling Team | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: All teachers, support staff and students will be trained in the components of the school safety plan. Strategy's Expected Result/Impact: Increased safety on campus Staff Responsible for Monitoring: Campus Management Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All campus staff will view a video about bullying to raise awareness of this issue. Strategy's Expected Result/Impact: Increased awareness of bullying tactics Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Fire drills and lock down procedures will be conducted on a regular basis with immediate feedback given to students and staff. Strategy's Expected Result/Impact: Increased safety on campus Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The campus will participate in Red Ribbon week to promote prevention of substance abuse. Each day of Red Ribbon week will have its own theme promoting drug-free behavior. Strategy's Expected Result/Impact: Increased awareness of drug abuse Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Programs focused on the Social/Emotional health of students will be provided in Fine Arts, including Band, Choir, Dance, Orchestra, Theatre Arts, and Art. Strategy's Expected Result/Impact: Increased Social/Emotional health of students as indicated by improved attendance, success in academics, increased involvement in School Programs. Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
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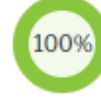
| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Programs focused on the Social/Emotional health of students will be provided through Physical Education, including Athletics, Sports Medicine, PE, Outdoor Education, JROTC, Tennis, Weightlifting and Health Education. Strategy's Expected Result/Impact: Increased Social/Emotional health of students as indicated by improved attendance, success in academics, increased involvement in School Programs. Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.









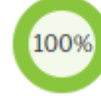

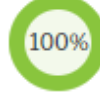
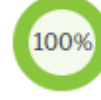
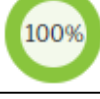


Performance Objective 6: We are committed to working collaboratively with the District Special Education Office and special services to ensure the academic needs of all students are being met.











Evaluation Data Sources: Walk-through and Observation data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The campus will work collaboratively with the District Special Education Office to ensure intital evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: The campus will follow district procedures regarding parental request for special education services. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The campus will work collaboratively with the District Special Education Office to monitor appropriate STAAR/STAAR A participation decisions. Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: The campus will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: The campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss accelerated instruction/intensive program of instruction. Strategy's Expected Result/Impact: Increased opportunities for the success of all students Staff Responsible for Monitoring: Diagnostician, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Increased awareness of the needs of our special education students Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Documents clearly delineate the need for accommodations that may be needed for STAAR. Strategy's Expected Result/Impact: Increased success of students due to proper test placement Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: SIOP instructional strategies will be implemented in all core academic classes. Strategy's Expected Result/Impact: SIOP walk throughs, ELL assessment data Staff Responsible for Monitoring: SIOP facilitator; ELL administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: The SIOP facilitator will monitor grades, attendance and discipline of all ELL students and make appropriate referrals, if needed. Strategy's Expected Result/Impact: ELL student meets all requirements for exit from program. Staff Responsible for Monitoring: SIOP facilitator | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 13: The SIOP facilitator will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students. Strategy's Expected Result/Impact: ELL student meets all requirements for exit from program. Staff Responsible for Monitoring: SIOP facilitator; ELL administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: SIOP facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies and provide support to SIOP team teachers. Strategy's Expected Result/Impact: ELL student meets all requirements for exit from program. Staff Responsible for Monitoring: SIOP facilitator; ELL administrator | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 7: Dobie College Now will develop a dual credit program where students can graduate from high school with up to 30 dual credit college hours.

Evaluation Data Sources: Graduation data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students who take dual credit classes will take up to six college hours each semester. Strategy's Expected Result/Impact: Increased number of high school students receiving college credit Staff Responsible for Monitoring: Coordinator of College Now | Formative | | |
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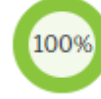
| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: 2) Dual Credit students will meet with the College Now Coordinator a minimum of twice each semester. Strategy's Expected Result/Impact: Increased number of high school students successfully earning college credits Staff Responsible for Monitoring: Coordinator of College Now | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 3) Dual Credit students will be provided enrichment activities throughout the semester. Strategy's Expected Result/Impact: Increased number of high school students successfully earning college credits Staff Responsible for Monitoring: Coordinator of College Now | Formative | | |
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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.











Performance Objective 1: Dobie will continue to provide a TechPrep/CATE as an option to students with interests in career technology. The program will provide all students with relevant, rigorous educational opportunities to prepare them for success in post-secondary education and/or entrance into the workforce upon high school graduation. Students will be given opportunities for occupational certifications and/or articulated credit through Tech-Prep agreements.

Evaluation Data Sources: Enrollment data for post-secondary education

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Career pathways with rigorous academic and technical curriculum focusing on industry standards that will give all students knowledge and skills necessary to pursue post-secondary education or employment will continue to be offered. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CATE personnel | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: CTE, academic and other elective teachers will develop projects to integrate curriculum throughout all subject areas to provide a meaningful application of the TEKS. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CATE, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase number of students participating in CTSO's (Career and Technology Student Organizations) in order to build specific occupational, leadership and critical thinking skills through various organizational programs of "Work and Competitive Events Programs." Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CTE team | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer classes that are aligned with Advanced Technical Credit (ATC) statewide articulation program to allow a seamless transition from high school to post-secondary education. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CTE team | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop and implement a campus monitoring system requiring collaboration of all participants in the student PBM/CTE monitoring process for identified students. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: CTE team, Special Education counselor, LPAC administrator | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work toward a reorganization of counseling duties which will reflect an emphasis on career opportunities for all students. Counselors will work closely with special education and LEP students to ensure they are properly placed into the CTE program. Strategy's Expected Result/Impact: Increased enrollment in post-secondary education Staff Responsible for Monitoring: Counselors, Special Education Assistant Principal, LPAC facilitator, CTE Assistant Principal | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Increase awareness of CTE programs with the business community and work toward expanding business partnerships. Provide opportunities for student certifications, shadowing, internships and employment. Strategy's Expected Result/Impact: Increased post-secondary employment Staff Responsible for Monitoring: CTE representative, CTE Assistant Principal, Counselor | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Counselors will meet with each student a minimum of 2 times a year to discuss career goals. The program of study will be reviewed and updatged at each of these meetings.f Strategy's Expected Result/Impact: Increast student awareness of opportunities beyond high school Staff Responsible for Monitoring: Counselors | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post secondary education.

Evaluation Data Sources: Graduations plans, four year plans, counselor documentation, attendance at college fairs and success rate of post secondary students

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness. Strategy's Expected Result/Impact: College acceptance data Staff Responsible for Monitoring: Jennifer Johnson - College now Coordinator | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation. Strategy's Expected Result/Impact: Increased enrollment in AP courses | Formative | | |
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| Staff Responsible for Monitoring: AVID teacher |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: We will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

Evaluation Data Sources: Campus personnel data, status report, Highly qualified compliance report

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Potential candidates will be screened by PISD Administration and scored based on specific criteria. Dobie High School will view the scores and discuss whether the candidate meets the present need of our campus. Strategy's Expected Result/Impact: Increased number of highly effective teachers on staff Staff Responsible for Monitoring: Principal, Assistant Principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Potential candidates will be interviewed by the Principal/Assistant Principal and department head or other representative. A collaborative decision will be based upon the academic needs of the students and the skills and ideas the candidate presents to help meet those academic needs. Strategy's Expected Result/Impact: Increased number of highly effective teachers on staff Staff Responsible for Monitoring: Principal, Assistant Principal, Department Head | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and District initiatives.

Evaluation Data Sources: Walk-through data, Observations, Surveys, Staff development log

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Training for staff will be offered during MegaLunch, and before/after school as needed. The training will be relevant to the needs of teachers as they prepare rigorous instruction for students. Teachers and administrators will attend specific training offered by the district administration when need arises. Training outside the district will also be considered for specific issues not addressed within the district. Strategy's Expected Result/Impact: Increased rigorous, relevant instruction noted during walk throughs; increased scores on formative and summative assessments Staff Responsible for Monitoring: Principal, Assistant Principals, teachers Funding Sources: Resources needed for staff development based on relevant needs of teachers for effective instruction - 199 - General Fund - \$3,600 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will develop high quality first year teachers through a mentoring program. The first year teacher will be assigned a mentor that will meet with the teacher on a regular basis. The Assistant Principal and Master Mentors will facilitate monthly meetings in both a large and small group setting to support teachers as they grow in their professional development. Strategy's Expected Result/Impact: Increased retention of first year teachers Staff Responsible for Monitoring: Principals, Assistant Principal, Master Mentors | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: We will retain a highly qualified staff through the support of content teams and a commitment by the administrative staff to frequently recognize those who regularly provide highly quality instruction to our students.

Evaluation Data Sources: Walk-throughs, Data from mentors and coaches

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will meet at least once a week with other teachers in their common subject area. The teams will focus on four areas of dialogue: What will we teach, How will we teach it, How will we know if students learned the material, What will we do if students did not master the material. Strategy's Expected Result/Impact: Increased scores on formative and summative assessments Staff Responsible for Monitoring: Assistant Principals, teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue. Strategy's Expected Result/Impact: Increased effectiveness of content team meetings as evidenced by increased student scores on formative and summative assessments Staff Responsible for Monitoring: Assistant Principals, teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Content teams will provide a necessary support to teachers through authentic relationships with each other as they meet once a week to collaborate and problem solve. Strategy's Expected Result/Impact: Increased retention of highly qualified teachers Staff Responsible for Monitoring: Content team leaders, teachers | Formative | | |
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





Goal 5: We will pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Parents will be actively pursued to increase involvement in extracurricular activities, campus activities and academic pursuits of their children.

Evaluation Data Sources: Parent sign-in logs, surveys, participation at events

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will promote parental involvement in extra-curricular activities through dinners, plays, contests and other events. All events will be advertised to the community on the school marquee and in the South Belt Leader community newspaper. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals, teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: We will promote involvement of the community through various community events. All events will be advertised on the school marquee and in the South Belt Leader community newspaper. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will promote parental support of academic endeavors through parent nights, special ceremonies, Open House and invitations to opportunities which showcase academic achievement. These events will be advertised in the South Belt Leader community newspaper and on the school marquee. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We will provide opportunities for parents to volunteer their time at Dobie. Specific needs for volunteers will be advertised in the South Belt leader community newspaper and on the school marquee. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistant Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: We will offer parent meetings to provide information about Advanced Placement opportunities for their students. Parent meetings will be advertised in the South Belt community newspaper, and on the school marquee. Strategy's Expected Result/Impact: Increased parental involvement Staff Responsible for Monitoring: Assistan Principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: We will dialogue with business and community partners to share the needs of our students and campus and ask partners how they might be able to help us in our effort to provide the highest quality education possible to our students.

Evaluation Data Sources: Surveys, Community Events

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will work with area business and community organizations to provide guest speakers for campus wide events, such as college day, career talks, and other events. Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will provide opportunities for business and community partners to address the staff about services they might be able to offer in support of the student education. Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will partner with community organizations and businesses for large community service project such as a Dobie food drive, Seniors helping Seniors, and other community needs that may arise. Strategy's Expected Result/Impact: Increased business and community involvement Staff Responsible for Monitoring: Assistant Principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Technology will be integrated into the curriculum and utilized in instruction and monitoring for all students.

Evaluation Data Sources: Walk-through data, use of technology in classrooms

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will utilize web based solutions, including Schoology, Aware and Forethought to collaboratively plan instruction and assessment. Strategy's Expected Result/Impact: Increased effectiveness of instruction Staff Responsible for Monitoring: Teachers | Formative | | |
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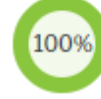




| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Teachers will integrate opportunities for students to use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools, technology and resources. Strategy's Expected Result/Impact: Increased scores on formative and summative assessments Staff Responsible for Monitoring: Teachers Funding Sources: Resources needed to provide staff development for appropriate digital tools and technology teachers utilize to enhance students' critical thinking skills - 199 - General Fund - \$1,800 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The District web based Skyward Qmaltive program will be available for parents to monitor students' grades and attendance throughout the year. Strategy's Expected Result/Impact: Increased parental involvement in academic success Staff Responsible for Monitoring: District administration, parents | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 8: We will meet or exceed the target in Domain 3: Closing the Gap, for Asian students in ELA and Math

Performance Objective 1: Increase performance of Asian population to meet their target from 66% to 74% in ELA; from 79% to 82% in Math.

Evaluation Data Sources: STAAR, CBAs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Ninth grade and tenth grade students severely below grade level are involved in priority day tutoring that targets basic literacy skills and builds in practice for processing skills. A group of students are also enrolled in a separate reading intervention course. Teachers and case workers are engaging in regular parental contact to keep parents informed about their child's progress. Strategy's Expected Result/Impact: Teachers will work with students during Priority Day tutoring to improve student performance. Staff Responsible for Monitoring: ELA Campus Content Specialist, Assistant Principals, Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Dr. Kirk Lewis Career and Technical High School
2020-2021 Formative Review



Mission Statement

The mission of the Dr. Kirk Lewis Career and Technical High School is to empower students to successfully transition to the global community through unique educational experiences.

Vision

The vision of the Dr. Kirk Lewis Career and Technical High School is to immerse our students in a transformative environment, empowering them to engage their active and creative minds in experiential learning through innovative academic and career pathway courses. Upon graduation, students will have the courage and compassion to utilize their unique genius to become responsible, ethical leaders able to overcome challenges and grasp opportunities presented in the global community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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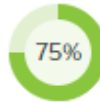

Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





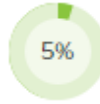
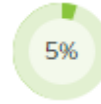




Performance Objective 1: CTHS will increase STAAR EOC progress by 5% for special education students and English learners (EL) through implementation of support facilitation (SF) and sheltered instruction observation protocol (SIOP) approaches.

Evaluation Data Sources: Student progress on STAAR English II (Reading) and Algebra I EOC examinations.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement, monitor, and adjust support facilitation (SF) teacher schedules to ensure student success in SF classes. Strategy's Expected Result/Impact: 1. Increase STAAR student progress scores by special education students in SF classes. 2. Effectively and efficiently utilize support facilitation instructors. Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler Dr. Tom Le - Asst. Principal (Math) Jessica McCoy - Asst. Principal (ELA) Whitney Barber - SIOP/ESL Peer Facilitator ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: Provide staff development for special education support facilitation staff to develop collaborative teaching and planning with regular education teaching staff.</p> <p>Strategy's Expected Result/Impact: 1. Increase attendance and participation in district and campus training for collaborative planning between special education support facilitation staff and regular education staff.</p> <p>2. Increase implementation of collaborative planning and teaching between special education support facilitation staff and regular education staff.</p> <p>Staff Responsible for Monitoring: Chad Phillips - Asst. Principal</p> <p>Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Observe 100% of support facilitation teachers using accessibility and accommodation strategies.</p> <p>Strategy's Expected Result/Impact: Increase use of accessibility and accommodation strategies by special program students as documented in:</p> <ol style="list-style-type: none"> 1. T-TESS walkthroughs 2. SF walkthroughs 3. T-TESS observations <p>Staff Responsible for Monitoring: Chad Phillips - Asst. Principal</p> <p>Others include: Monique Holmes - Special Education Tracey Balusek - Transition Counselor Kim Voight - Master Scheduler</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Observe 100% of sheltered observation instructional protocol (SIOP) strategies, which will be provided through customized professional development with specialists and based on data and T-TESS goals, being implemented in SIOP and LEP classes. Strategy's Expected Result/Impact: Increase use of SIOP strategies as documented in: 1. T-TESS walkthroughs 2. SIOP walkthroughs 3. T-TESS observations Staff Responsible for Monitoring: Whitney Barber - SIOP/ESL Peer Facilitator Others include: Dr. Tom Le - LPAC Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: ESL Books & Reading Materials Not Controlled by Library - State Compensatory Funds - 199.11.016.025.016.6329 - \$170 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: English Learners will increase performance on TELPAS by 5% in all four language domains for the 2020-21 school year by increasing the use of research-based SIOP Strategies such as structured conversations that incorporate academic vocabulary and interactive word walls. Strategy's Expected Result/Impact: 1. Observed and increased use of SIOP Strategies by core and CTE teachers as documented in T-TESS observations and SIOP Walkthroughs. 2. Ensuring all core SIOP teachers are SIOP trained within the past five years by PISD. Staff Responsible for Monitoring: Whitney Barber - SIOP Peer Facilitator Dr. Tom Le - LPAC administrator SIOP teaching staff ESF Levers: Lever 5: Effective Instruction Funding Sources: Classroom Supplies to support TELPAS/SIOP strategies/LEP students - 263 - Title III A - Bilingual Education, Language - Title III Funds - \$1,511.11 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




Performance Objective 2: CTHS will support and increase the academic growth and achievement of all students by 5% on appropriate summative assessments by effectively and efficiently implementing, monitoring and adjusting our tutorial, intervention, and extended day offerings for students.




- Evaluation Data Sources:** 1. Number of students attending tutorials and extended day offerings
2. Quality of student tasks and engagement during intervention
3. STAAR academic performance and academic growth data








Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: 1A. Develop, implement, and monitor an electronic system for students and teachers to schedule appointments and attend internal tutorials (Reboot) on campus four days per week.</p> <p>1B. Implement highly focused EOC assessment preparation to be used during internal tutorials (Reboot).</p> <p>1C. Refine the CTHS RtI process by designing and implementing a campus RtI program including teacher training and technology to manage pullouts and develop banks of RtI lessons.</p> <p>Strategy's Expected Result/Impact: 1a.1 Increase number of students attending Reboot tutorials 1a.2 Develop and manage electronic scheduling system for internal tutorials. 1b. Improve student interventions and teacher training to prevent student failure and increase academic success.</p> <p>Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal</p> <p>Others include: Shaun Webb - Technology CCS Steve Fleming - Principal Chad Phillips - Asst. Principal Tom Le - Asst. Principal Kristi White - Asst. Principal</p> <p>ESF Levers: Lever 4: High-Quality Curriculum</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: 2A. Develop, implement, and monitor the level of student engagement and quality of instructional tasks implemented during planned intervention and enrichment (PIE) time each day.</p> <p>2B. Develop PIE accountability to ensure adults and students are following the structure for intervention and enrichment and include staff and student training on Khan Academy and Literacy.</p> <p>Strategy's Expected Result/Impact: 1. Increase student engagement in instructional or literacy tasks during PIE time 2. Increase number of students actively engaged as noted in walkthroughs. 3. Increase student registration and use of PSAT/SAT preparation materials and Khan Academy online materials. 4. Improve student interventions and teacher training to prevent student failure and increase academic success.</p> <p>Staff Responsible for Monitoring: Steve Fleming - Principal</p> <p>Others include: Chad Phillips - Asst. Principal Dr. Tom Le - Asst. Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Shaun Webb - Technology CCS Diana Labauve - Soc. Studies CCS Ethan Rieck - Math CCS Jami Marcum - Science CCS Jennifer Jett - ELA CCS</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Develop, implement, and monitor the implementation of highly focused EOC lessons during extended day on Wednesday afternoons at CTHS.</p> <p>Strategy's Expected Result/Impact: 1. Increase number of students attending extended day tutorials 2. Improve student interventions and teacher training to prevent student failure and increase academic success.</p> <p>Staff Responsible for Monitoring: Steve Fleming - Principal</p> <p>Others include: Chad Phillips - Asst. Principal Dr. Tom Le - Asst. Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Shaun Webb - Technology CCS Diana Labauve - Soc. Studies CCS Ethan Rieck - Math CCS Jami Marcum - Science CCS Jennifer Jett - ELA CCS</p> <p>ESF Levers: Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| <p>Strategy 4: Monitor and adjust the implementation of campus literacy initiative three days per week during PIE time by creating a school-wide literacy plan and CTHS Literacy Team to focus on college, career and military readiness literacy requirements.</p> <p>Strategy's Expected Result/Impact: 1. Increase the number of students checking out print and electronic books from CTHS LRC.</p> <p>2. Increase in the number of students logging pages read into campus literacy database.</p> <p>3. Create online book club and recruit students and staff for participation.</p> <p>4. Develop CTHS Literacy Team</p> <p>5. Develop CTHS Literacy Plan</p> <p>Staff Responsible for Monitoring: Steve Fleming - Principal</p> <p>Others include: Chad Phillips - Asst. Principal Dr. Tom Le - Asst. Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Shaun Webb - Technology CCS Diana Labauve - Soc. Studies CCS Ethan Rieck - Math CCS Jami Marcum - Science CCS Jennifer Jett - ELA CCS Jennifer Fountain - ELA Dept. Chair Amy Whalen - LRC Specialist Jennifer Brabston - LRC Specialist</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| <p>Strategy 5: Refine the CTHS RtI process by designing and implementing a campus RtI program including teacher training, technology to manage pullouts, and banks of RtI lessons.</p> <p>Strategy's Expected Result/Impact: Failure prevention and timely intervention for all students.</p> | Formative | | |
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| <p>Staff Responsible for Monitoring: Steve Fleming - Principal</p> <p>Others include: Jessica McCoy - Assistant Principal Shaun Webb, Technology CCS</p> <p>ESF Levers: Lever 5: Effective Instruction</p> |  |  |  |
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| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | |


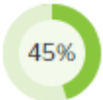




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







Performance Objective 3: CTHS students will demonstrate an increase in performance at the approaches grade level, meets grade level, and masters grade level on all STAAR EOC examinations and demonstrate progress (yearly growth) through the implementation of strategies from district and campus professional development.




- Evaluation Data Sources:** STAAR EOC examination scores
- Summative Evaluation:** Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Students taking the initial ELA I STAAR examination will increase performance to 85% at the approaches grade level, 70% at the meets grade level, and 10% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in English I as documented through:</p> <ol style="list-style-type: none"> 1. Student ELA CBA data 2. Student STAAR ELA I scores 3. Walkthrough data <p>Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal ELA</p> <p>Others include: Steve Fleming - Principal Jennifer Jett - ELA CCS Jennifer Fountain - ELA Dept. Chair ELA I instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Students taking the initial ELA II STAAR examination will increase performance to 75% at the meets grade level, and to 12% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in English II as documented through:</p> <ol style="list-style-type: none"> 1. Student ELA II CBA data 2. Student STAAR ELA II data 3. Walkthrough data <p>Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal ELA</p> <p>Others include: Steve Fleming - Principal Jennifer Jett - ELA CCS Jennifer Fountain - ELA Dept. Chair ELA I instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: CTHS students will increase expected progress on the English II STAAR examination to 60% at the expected progress level and to 2% at the accelerated progress level by the end of the school year</p> <p>Strategy's Expected Result/Impact: Students will show expected progress on ELA II STAAR examinations. Positive impact on campus accountability and student readiness for graduation and post-secondary education.</p> <p>Staff Responsible for Monitoring: Jessica McCoy - Assistant Principal</p> <p>Others include: Jennifer Jett, ELA CCS Jennifer Fountain, ELA Dept. Chair ELA II Instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| <p>Strategy 4: Students on the initial Algebra I STAAR examination will increase performance from 84% to 87% at the meets grade level, and from 15% to 17% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in Algebra I as documented through:</p> <ol style="list-style-type: none"> 1. Student Algebra I CBA data 2. Student STAAR Algebra I data 3. Walkthrough data <p>Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Mathematics</p> <p>Others include: Steve Fleming - Principal Ethan Rieck - Math CCS Shelly Saenz - Math Dept. Chair Algebra I instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| <p>Strategy 5: CTHS students will increase expected progress on the Algebra 1 STAAR examination from 83% to 86% and accelerated progress from 47% to 50% by the end of the school year.</p> <p>Strategy's Expected Result/Impact: 1. Increase the expected progress and growth shown from 8th grade to Algebra I by the end of the school year.</p> <p>Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal</p> <p>Others Include: Ethan Rieck - CCS Shelly Saenz - Math Dept. Chair Algebra I Instructors</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| <p>Strategy 6: Students taking the initial Biology STAAR examination will increase performance to 80% at the meets grade level, and 35% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in Biology I as documented through:</p> <ol style="list-style-type: none"> 1. Student Biology CBA data 2. Student Biology STAAR data 3. Walkthrough data <p>Action steps to include:</p> <ol style="list-style-type: none"> 1. Incorporate SIOP strategies into lessons and RtI 2. Continue common formative assessments 3. Adjust instruction based on CBA data 4. PIE pull-outs in second semester for struggling students 5. Evaluate CFA and CBA data during PLC's <p>Staff Responsible for Monitoring: Kristi White - Asst. Principal Science</p> <p>Others include: Steve Fleming - Principal Jami Marcum - Science CCS Lindsey Roberts - Science Dept. Chair Biology I instructors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: Students on the U. S. History STAAR examination will increase performance from 99% to 100% at the approaches grade level, from 83% to 86% at the meets grade level, and from 53% to 55% at the masters grade level.</p> <p>Strategy's Expected Result/Impact: Increase student performance in U.S. History as documented through:</p> <ol style="list-style-type: none"> 1. Student U. S. History CBA data 2. Student U. S. History STAAR data 3. Common assessments, both formative and summative 4. US History Tier 3 RtI, Reboot tutorials and extended day lessons. <p>Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Social Studies</p> <p>Others include: Steve Fleming - Principal Diana Labauve - Soc. Std. CCS Gary Chattman - Soc. Std. Dept. Chair U.S. History instructors</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: CTHS will maximize the effectiveness of personnel and staff to meet the unique academic needs of all students.</p> <p>Strategy's Expected Result/Impact: Increase effectiveness of the Campus Content Specialist team as documented through:</p> <ol style="list-style-type: none"> 1. CCS collaboration, professional development, instructional coaching, and model lesson delivery to all instructional staff. 2. CCS tutorial and intervention assistance with students. 3. CCS guidance and coaching of teachers through the PLC process. 4. CCS development and implementation of electronic content, EOC remediation plans, and intervention strategies to support student success on STAAR. 5. CCS provided professional development to improve effectiveness of tutorials, which will be determined by comparing mock STAAR and CBA data. <p>Staff Responsible for Monitoring: Steve Fleming - Principal</p> <p>Others include: Jennifer Jett - ELA CCS Ethan Rieck - Math CCS Diana Labauve - Social Studies CCS Jami Marcum - Science CCS Shaun Webb - Technology CCS</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Funding Sources: Payroll Costs for Campus Content Specialists - 199 - General Fund - 6100 Payroll Costs - \$322,961</p> | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: CTHS will utilize Edgenuity to support students in recovering and regaining academic credits. Strategy's Expected Result/Impact: 1. Increase the number of students successfully completing Edgenuity courses to regain lost academic credits as documented through Edgenuity reports, student academic plans and transcripts. 2. Reduce the number of students taking remedial summer school or evening school courses for credit recovery. Staff Responsible for Monitoring: Flor Hernandez - Edgenuity Lab Manager Others Include: Steve Fleming - Principal Kim Voight - Lead Counselor CTHS Counseling Team CTHS Assistant Principals ESF Levers: Lever 5: Effective Instruction Funding Sources: Payroll Costs - 199 - General Fund - 199.11.6129.000.016.024.000 - \$21,137 | Formative | | |
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No Progress



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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: CTHS will implement and monitor vertical team planning for Pre-Advanced Placement and Advanced Placement instructors on a regular basis.

Evaluation Data Sources: Pre-AP & AP Vertical Team Meeting minutes
Pre-AP & AP Vertical Team teacher attendance
Collaborative planning and alignment between Pre-AP and AP teachers

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Conduct regular Pre-AP and AP Vertical team meetings to discuss curriculum, instructional strategies, and College Board resources. Strategy's Expected Result/Impact: 1. Increase instructional conversations and planning between Pre-AP and AP teachers 2. Increase alignment between PreAP and AP courses Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Sarah Smith - AP Coordinator Others include: Steve Fleming - Principal PreAP and AP Vertical Team teachers ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: CTHS will increase the campus percentage of students taking the AP exam for the AP course in which they are enrolled during the 2020-21 school year by 5%. Strategy's Expected Result/Impact: Increase the percentage of students taking the Advanced Placement examinations for the AP courses in which they are enrolled as documented through: 1. The number of AP examinations administered. 2. The number of students enrolled in AP courses. 3. The percentage of students taking their AP exams. Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Sarah Smith - AP Coordinator Others include: Steve Fleming - Principal PreAP and AP Vertical Team teachers ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: CTHS Advanced Placement students, PreAp English students, and teachers will utilize the myAP application provided by College Board to access testing resources and preparation materials. Strategy's Expected Result/Impact: 1. 100% of AP students will create a myAP account. 2. Students and teachers will access and utilize the resources and curriculum materials in the myAP account. Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Sarah Smith - AP Coordinator Others include: Steve Fleming - Principal PreAP and AP Vertical Team teachers ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 4) CTHS will increase the campus percentage of students earning a qualifying score of 3, 4, or 5 on all AP exams by 5% during the 2020-21 school year. Strategy's Expected Result/Impact: Increase student performance on Advanced Placement examinations as documented through: 1. The number of AP examinations administered 2. The number of students earning a qualifying score of 3, 4, or 5 3. The number of students attending the AP preparation sessions 4. The number of students using the myAP application Staff Responsible for Monitoring: Dr. Tom Le - Asst. Principal Sarah Smith - AP Coordinator Others include: Steve Fleming - Principal PreAP and AP Vertical Team teachers ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.





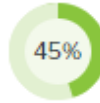
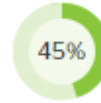




Performance Objective 1: CTHS will ensure that all students possess postsecondary skills necessary for career and college success through daily access to blended learning and other digital learning strategies.

Evaluation Data Sources: 1. Campus Focused Walkthrough data
2. T-TESS walkthroughs

3. T-TESS observations

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: CTHS teaching staff will regularly utilize blended learning instructional strategies. Strategy's Expected Result/Impact: 1. Observe the regular use of flex model and station rotation model blended learning in all CTHS classrooms as documented by: 1. CTHS Focused Walkthrough Data 2. Teacher Lesson Plans 3. T-TESS Walkthroughs 4. T-TESS Observations Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Chad Phillips - Asst. Principal Tom Le - Asst. Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Shaun Webb - Technology CCS Diana Labauve - Soc. Studies CCS Ethan Rieck - Math CCS Jami Marcum - Science CCS Jennifer Jett - ELA CCS Andy Crawford - Technology Facilitator ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: CTHS will implement, monitor, and adjust personalized learning with a team of ninth grade, a team of tenth grade, and a team of eleventh grade core teachers as part of the PISD Connect program. Strategy's Expected Result/Impact: Implement and expand student academic performance and cognitive skill development as documented in: 1. Connect Walkthrough Data 2. T-TESS Walkthrough Data 3. T-TESS Observations 4. Connect Team Meeting minutes 5. Student performance and progress with Connect PLP Staff Responsible for Monitoring: Jessica McCoy - Asst. Principal Others include: Steve Fleming - Principal Shaun Webb - Technology CCS Connect Grade Level team teachers ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Define first and second levels of staff technology competency and develop a personalized learning of technology (PLOT) plan for each CTHS instructor. Strategy's Expected Result/Impact: Develop and implement a personalized technology learning plan for each CTHS staff member. Staff Responsible for Monitoring: Shaun Webb - Technology CCS Andy Crawford - Technology Facilitator/Liaison Others include: Dr. Tom Le - Asst. Principal Troy Eckles - Technology Liaison Steve Fleming - Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.





Performance Objective 2: CTHS will continue to develop and promote the exploration of post secondary career and educational opportunities.

- Evaluation Data Sources:**
1. Student participation in PSAT/SAT preparation classes
 2. Student participation in College Now field trips
 3. Student and parent participation in financial aid presentations and college workshops
 4. Student enrollment in the AVID elective
 5. Student applications for scholarships through the College Now program
 6. Number of students accepted to colleges and universities

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 1: CTHS will maximize the College Now program to effectively provide both career and college readiness opportunities for students.</p> <p>Strategy's Expected Result/Impact: Increase the college and career readiness for all students as documented by:</p> <ol style="list-style-type: none"> 1. Student participation in PSAT/SAT preparation classes 2. Student participation in College Now field trips 3. Student participation in Decision Day Fair 4. Student and parent participation in financial aid presentations and college workshops 5. Number of students accepted into colleges and universities 6. Number of students receiving scholarships and post high school funding 7. College recruiting fairs held at CTHS 8. Career fairs held at CTHS <p>Staff Responsible for Monitoring: Tammy Gernander - College Now Coordinator Brandie Gwaltney - College Now Secretary</p> <p>Others include: Steve Fleming - Principal Kim Voight - Lead Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: College Now Miscellaneous Operating Costs - 199 - General Fund - 199.31.016.031.016.6499 - \$500, College Now General Supplies - 199 - General Fund - 199.31.016.031.016.6399 - \$2,000</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: CTHS will maximize the AVID elective to effectively provide support and strategies for students. Strategy's Expected Result/Impact: Increase the number of students enrolled and actively participating in AVID as documented by: 1. Number of students enrolled in AVID 2. Completion of AVID site plan 3. Increase in number of students and levels of AVID elective offered at CTHS 4. Increase number of AVID college visits Staff Responsible for Monitoring: Madeline Collins - AVID Instructor Others include: Jessica McCoy - Asst. Principal Whitney Barber - AVID Site Coordinator Steve Fleming - Principal TEA Priorities: Connect high school to career and college Funding Sources: AVID Reading Materials - State Compensatory Funds - 199.11.016.024.016.6329 - \$200, AVID General Supplies - State Compensatory Funds - 199.11.016.024.016.6399 - \$3,316, AVID Miscellaneous Operating Costs - 199 - General Fund - 199.11.016.024.016.6499 - \$800, AVID Transportation Expenses - State Compensatory Funds - 199.11.016.024.016.6494 - \$500 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 3: Increase student recruitment and retention by 5% each year until maximum campus enrollment capacity (1600 students) is reached and maintained.

Targeted or ESF High Priority

Evaluation Data Sources: 1. Campus enrollment by grade level
2. Student retention percentages

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Develop comprehensive campus recruiting website showing CTE pathways, CTHS campus culture, school events and organizations. Strategy's Expected Result/Impact: Increase the number of student applicants and overall student enrollment at CTHS Staff Responsible for Monitoring: Steve Fleming - Principal Chad Phillips - Asst. Principal Kristi White - Asst. Principal Troy Eckles - Audio/Video Production teacher TEA Priorities: Connect high school to career and college | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Identify students, graduates, and community members for a student mentoring program to include peer mentoring for current students and community members or graduated students. Strategy's Expected Result/Impact: Increase student retention and student success. | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 4: Increase the number of students earning College, Career and Military Readiness accountability requirements by 5% annually until we reach and maintain 100%.

Evaluation Data Sources: CCMR accountability data, CTE pathway student enrollment data, Graduation data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Incorporate CCMR skills collaboratively into curriculum and instruction in all classes including the college application process and college preview presentations. Strategy's Expected Result/Impact: Increased college awareness and opportunities for students to complete and submit college applications. Staff Responsible for Monitoring: Principal, Assistant Principals, Department Chairs, Campus Content Specialists TEA Priorities: Connect high school to career and college | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Increase parent involvement and awareness of College, Career and Military opportunities through multiple communication methods. Strategy's Expected Result/Impact: Increased parent involvement in students' college application process. Staff Responsible for Monitoring: Christina Flores - Counselor/Parent Coordinator, VIP Committee (Very Involved Parents) TEA Priorities: Connect high school to career and college | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.





Performance Objective 5: Monitor regional and local employment forecasts, cultivate business partnerships, and update course offerings annually as needed and resources are available and track student enrollment in campus pathways making adjustments as needed.

Evaluation Data Sources: Regional and local employment forecasts, student and parent survey data, student pathway enrollment data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Examine pathway enrollment and modify pathways offered, curriculum taught, and certifications possible to maintain alignment with current and future regional and local employment forecasts. Strategy's Expected Result/Impact: Increase student enrollment in all career and technical education pathways and overall CTHS student enrollment. Staff Responsible for Monitoring: Principal - Steve Fleming Assistant Principal - Chad Phillips Career & Community Coordinator - Diane Barnes Business Partner Liaison - Zeek Garcia | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: In 2020-21, offer Computer Science and AP Computer Science as elective courses as supported by the TEALS program with the goal of introducing computer science leading to coding, programming, web design, and gaming as a full pathway in subsequent years. Strategy's Expected Result/Impact: 1. Offer one section of computer science as an elective course to interested students. 2. Discuss future staffing with district administrators 3. Offer computer science pathway to incoming freshman in 2020-21. Staff Responsible for Monitoring: Principal - Steve Fleming Others include: Chad Phillips - Asst. Principal Tom Le - Asst. Principal Kim Voight - Lead Counselor Crystal Fullerton - Computer Science Teacher | Formative | | |
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



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Goal 3: We will actively develop and retain a highly qualified staff and improve school climate through clear communication of expectations for students and staff as evidenced by positive classroom management, student behavior, and staff professionalism.

Performance Objective 1: CTHS will actively develop and retain a highly qualified staff.

Evaluation Data Sources: 1. CTHS instructional staff retention rate
2. Number of instructional staff open positions in 2020-21
3. Number of highly qualified instructional staff

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Develop and refine teacher-led support systems including teacher-led staff development, peer observations, and a buddy teacher system. Strategy's Expected Result/Impact: Provide tools and strategies, peer support systems and solutions addressing staff concerns and increasing staff retention. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Dr. Tom Le - Asst. Principal Chad Phillips - Asst. Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Develop and refine a bi-annual staff survey and anonymous teacher feedback system to gather staff input on campus climate and express individual concerns. Strategy's Expected Result/Impact: Increase communication with staff and address teacher concerns in a timely manner to improve staff morale and involvement. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Assistant Principals, Campus Improvement Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 3: We will actively develop and retain a highly qualified staff and improve school climate through clear communication of expectations for students and staff as evidenced by positive classroom management, student behavior, and staff professionalism.

Performance Objective 2: CTHS will reduce the number of student office discipline referrals.

Evaluation Data Sources: 1. Cumulative office referrals by category
2. Classroom walkthroughs Domains 2 and 3

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase teacher involvement in the student disciplinary process and utilize clear follow up communication between administration and teachers. Strategy's Expected Result/Impact: Greater collaboration and improved communication between teachers and administrators. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: CTHS Assistant Principals, CTHS Assistant Principals' Secretaries | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively develop and retain a highly qualified staff and improve school climate through clear communication of expectations for students and staff as evidenced by positive classroom management, student behavior, and staff professionalism.

Performance Objective 3: We will increase staff involvement in school events and extra-curricular activities.

Evaluation Data Sources: 1. Staff attendance rates at extra-curricular and school events
2. 100% of teachers adding CTHS Events Calendar in Outlook

Summative Evaluation: No progress made toward meeting Objective

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.











Performance Objective 1: CTHS will work collaboratively with Pasadena ISD Career & Technical Education staff to determine and implement appropriate curriculum and offer testing opportunities as possible for an appropriate industry-recognized certification for students in every pathway.

Evaluation Data Sources: 1. List of available, appropriate industry-recognized certifications

2. Number of students taking certification examinations

3. Number of student successfully completing certification examinations.

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: CTHS will work collaboratively with Pasadena ISD Career & Technical Education district staff to develop list of available, appropriate, industry-recognized certifications for every pathway.</p> <p>Strategy's Expected Result/Impact: Develop, monitor and maintain a list of available, appropriate, industry-recognized certifications for every pathway as documented by both:</p> <ol style="list-style-type: none"> 1. Perkins Effectiveness Report (PER) Certifications, and 2. Non-PER, industry-recognized certifications. <p>Staff Responsible for Monitoring: Steve Fleming - Principal Tanya Hagar - CTE Executive Director</p> <p>Others include: CTHS Asst. Principals CTE District Coordinators CTHS and CTE Business Partner Liaisons</p> <p>TEA Priorities: Connect high school to career and college</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: CTHS administrative staff will meet with every CTE pathway instructor to determine level of implementation, curriculum, and testing opportunities for all students.</p> <p>Strategy's Expected Result/Impact: Collaborative meetings between pathway teachers, CTHS administration, and PISD CTE staff to determine level of implementation, curriculum, and testing opportunities for students.</p> <p>Staff Responsible for Monitoring: CTHS Administrative Team</p> <p>Others include: CTHS CTE pathway instructors PISD CTE Executive Director PISD CTE Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: CTHS will work collaboratively with local business, industry, community and educational stakeholders to establish new or expand existing business and industry advisory groups for all CTE pathways.

Evaluation Data Sources: Number of business and industry advisory groups at CTHS

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: CTHS administrative team will work collaboratively with CTE district staff, CTE pathway instructors, and local business and industry leaders to establish and grow business and industry advisory groups for all pathways. Strategy's Expected Result/Impact: Establishment of new or expansion of existing business and industry advisory groups for all pathways. Staff Responsible for Monitoring: CTHS Administrative team PISD CTE administrative team CTHS CTE pathway instructors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: CTHS will increase the number of business partnerships for each CTE program pathway that will result in expanded field experiences, internships, financial support, equipment donations and/or professional collaboration.

Evaluation Data Sources: Business partnerships for each pathway
New business partnerships for each pathway
Field experiences for each pathway
Financial contributions, donations, and equipment donations for each pathway
Professional speaking and collaborative opportunities for each pathway

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Collaboratively develop and grow the number of business partnerships for each CTE program pathway by working with PISD CTE staff, CTE program instructors, and local business and industry leaders. Strategy's Expected Result/Impact: Increases in: <ol style="list-style-type: none"> 1. Number of field experiences 2. Number of internships 3. Amount of financial contributions 4. Amount of equipment donations 5. Number of guest speakers and professional collaborations 6. Number of new business partner relationships Staff Responsible for Monitoring: Dr. Diane Barnes - Career and Community Coordinator Others include: Zeek Garcia - PISD CTE Business Partner Liaison, Steve Fleming - Principal, Tanya Hagar - Exec. Director CTE, CTHS CTE Pathway instructors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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No Progress



Accomplished



Continue/Modify



Discontinue

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 4: CTHS will increase involvement and communication with parents.

Evaluation Data Sources: Formation of Very Involved Parents (VIP) team











Meeting agendas/minutes from VIP meetings

Parent attendance at school events and functions

Parent involvement at school events and activities

Parents serving as chaperones for field trips







Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase parental involvement and communication at CTHS through the creation of a Very Involved Parents (VIP) team and utilize this team at school wide events and as chaperones for pathway field trips and events. Strategy's Expected Result/Impact: 1. Increase parental involvement at school wide functions and events 2. Increase parental supervision as chaperones on field trips Staff Responsible for Monitoring: Dr. Christina Flores - Counselor Others Include: Steve Fleming - Principal Kristi White - Asst. Principal Dr. Diane Barnes - Career and Community Coordinator ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Write and post a monthly newsletter to parents on the CTHS website. Strategy's Expected Result/Impact: Increase the availability of information concerning important monthly events at CTHS as documented by the writing and posting of the Principal's Pen newsletter. Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Jennifer Brabston - CTHS Webmaster and LRC Specialist ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: CTHS will prioritize the safety of students and staff at CTHS by providing safety training, regularly communicating safety information, implementing an instant message reporting system and organizing a Medical Emergency Response Team (MERT).

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: CTHS Positive Behavioral Intervention Support (PBIS) Team will develop, communicate, and implement the CTHS Guiding Principles and non-negotiables as guidelines for success. Strategy's Expected Result/Impact: 1. Videos developed to teach Guiding Principles to students and staff 2. Updates from PBIS Team at faculty meetings regarding attendance and discipline data 3. Observations conducted by PBIS Team Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Steve Fleming - Principal CTHS PBIS Team ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: CTHS will implement safety training (i.e. ALICE), provide ongoing communication and safety updates, implement random metal detector screenings, and implement an instant message reporting system. Strategy's Expected Result/Impact: 1. Provide ALICE training for all CTHS staff. 2. Utilize the See Something, Say Something campaign to provide instant messages and anonymous reporting of safety concerns to administrators. 3. Communicate safety information and training to staff on an ongoing basis. 4. Conduct regularly scheduled emergency and crisis drills. 5. Coordinate with Pasadena ISD Police to complete unscheduled and table-top safety and crisis drills. 6. Coordinate with Pasadena ISD to conduct random metal detector screenings. Staff Responsible for Monitoring: Chad Phillips - Asst. Principal Others include: Steve Fleming - Principal Kristi White - Asst. Principal Jessica McCoy - Asst. Principal Dr. Tom Le - Asst. Principal ESF Levers: Lever 3: Positive School Culture | Formative | | |
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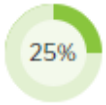


| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: CTHS will organize, train and implement a Medical Emergency Response Team (MERT) to provide trained personnel to respond in a medical emergency or mass casualty event. Strategy's Expected Result/Impact: 1. Organize and train MERT team members 2. Provide ongoing CPR, Stop the Bleed, First Aid training to MERT team members 3. Conduct AED and MERT drills to simulate emergency situations. Staff Responsible for Monitoring: Ashleigh Morris, R.N. - Campus Nurse Others include: Campus administrators MERT team members ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: CTHS will implement district and campus procedures to mitigate and respond to suspected and confirmed COVID-19 virus cases on our campus. Strategy's Expected Result/Impact: Monitor and maintain the health and safety of students and staff at CTHS related to the spread of the COVID-19 virus. Staff Responsible for Monitoring: All CTHS staff ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: CTHS will implement proactive strategies to increase student average daily attendance by 0.20% as determined by average daily attendance (ADA) until we reach a campus ADA of 98.0% and then maintain.

Evaluation Data Sources: Average Daily Attendance Reports
Summative Attendance Reports
Unsubmitted Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement proactive strategies to increase student average daily attendance at the six weeks and semester deadlines. such as raffle drawings, recognition on campus monitors, gift card donations, Reboot celebrations for students with perfect attendance, homeroom competitions among grade levels, etc. Strategy's Expected Result/Impact: Increase CTHS average daily student attendance through: 1. Student incentives 2. Faculty recognition for ADA submission Staff Responsible for Monitoring: Steve Fleming - Principal Others include: Jessica McCoy - Asst. Principal CTHS Attendance Clerical staff CTHS Assistant Principals ESF Levers: Lever 3: Positive School Culture | Formative | | |
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No Progress



Accomplished



Continue/Modify



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Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: CTHS will develop and implement student clubs and organizations designed to foster appropriate positive relationships, provide opportunities for school and community service, and allow for competition and participation in local, regional, state, and national events.








Evaluation Data Sources: Student Competition Data

Number of student clubs and organizations

Number of students participating in clubs and organizations

Number of students representing CTHS in competitive events

Summative Evaluation: Significant progress made toward meeting Objective





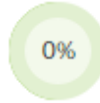





| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement and expand school day opportunities for students to participate in clubs and organizations at CTHS such as Academic Decathlon, Student Council, Key Club, National Honor Society, Skills USA , Music Club, Anime Club, Environmental Club, etc. Strategy's Expected Result/Impact: 1. Increase number of students participating in clubs and organizations by 5% as measured through student survey results and participation 2. Increase number of students participating in Academic Decathlon. 3. Increase number of students participating in and completing community service projects/hours through Student Council and Key Club. 4. Increase number of students participating in Skills USA. ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: CTHS will support students and staff in maintaining their physical well being by providing opportunities for stress management, health, wellness and nutrition.

Evaluation Data Sources: Submitted evidence of kinesthetic activity in classrooms
Campus designation in Excellence in Wellness campaign

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: CTHS will form and implement the Campus Health Advisory Committee (CHAC) to build a culture of health and wellness through activities and events that increase physical activity, support social/emotional health, and promote healthy lifestyle choices. Strategy's Expected Result/Impact: 1. Increase staff and faculty participation in district and campus challenges by 5% during 2020-21 school year. 2. Creation of CHAC to include all recommended personnel. 3. Increased publicity for campus CHAC events and challenges (i.e. flyers, school website, Remind101, social media) Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal/CHAC Administrator Others include: Britney Rojas, Fitness Instructor Brad Waller, Fitness Instructor Dr. Christina Flores, Counselor, Ashleigh Morris R.N., School Nurse ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: CTHS will form and implement a student-led Student Health Advisory Council (SHAC) to gain student input and promote student involvement in health and wellness. Strategy's Expected Result/Impact: 1. Creation of SHAC to consist of 6 students, at least 1 from all four grade levels at CTHS. 2. Earn campus designation of Platinum in Excellence in Wellness. Staff Responsible for Monitoring: Dr. Tom Le, Asst. Principal/CHAC Administrator Others include: Britney Rojas, Fitness Instructor Brad Waller, Fitness Instructor Dr. Christina Flores, Counselor, Ashleigh Morris, R.N., School Nurse ESF Levers: Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.











Performance Objective 5: CTHS will increase opportunities for students to receive recognition and participate in campus culture and spirit activities to foster campus culture and boost student morale.

Evaluation Data Sources: Increased student participation in extracurricular activities by 5%

Student survey responses on participation and engagement
Attendance and participation data for campus events and spirit days

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: CTHS will recognize students who adhere to the CTHS Principles through teacher nominations in the Principal's Award each six weeks. In addition, two students per grade level will be recognized for the overall Principal's Award each semester.</p> <p>Strategy's Expected Result/Impact: Increase student morale through recognition of outstanding demonstration of CTHS Principles of Collaboration, Trust, High Expectations and Service</p> <p>Staff Responsible for Monitoring: Kristi White - Asst. Principal,</p> <p>Others include: Campus Culture and Climate Committee, Assistant Principals, Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: CTHS will increase student morale by hosting a minimum of one campus-wide special event per semester to build campus climate and culture. Examples might be Fall Festival, Dances, CTE Pathway Showcase Nights, Movie Nights, etc.</p> <p>Strategy's Expected Result/Impact: Increased campus culture and student morale through campus sponsored events and celebrations</p> <p>Staff Responsible for Monitoring: Kristi White - Assistant Principal</p> <p>Others include: Dr. Diane Barnes - Career & Community Coordinator, Climate & Culture Committee</p> <p>ESF Levers: Lever 3: Positive School Culture</p> | Formative | | |
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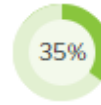




| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: CTHS will continue Fall Spirit Week and implement Spring Spirit Week. Strategy's Expected Result/Impact: Increased campus culture and student morale through campus sponsored events and celebrations Staff Responsible for Monitoring: Kristi White - Assistant Principal Others include: Dr. Diane Barnes - Career & Community Coordinator, Climate & Culture Committee ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: CTHS will actively seek student, staff and community input for the selection, development and design of a campus mascot. Strategy's Expected Result/Impact: Increased campus culture, student and staff morale, and provide a rallying point for campus life. Staff Responsible for Monitoring: Kristi White - Assistant Principal Steve Fleming - Principal ESF Levers: Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, increase student attendance and participation in extracurricular activities, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 6: CTHS will investigate options for adding and offering selected extracurricular sports at CTHS to increase student enrollment and participation, foster campus culture and increase student morale.

Evaluation Data Sources: Meetings and discussions with district officials
Meetings and discussions with campus teachers for potential coaching opportunities
Evaluation of impacts on staffing and master schedule

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: CTHS will investigate options for creating and recruiting students for an electronic sports (ESports) team. Strategy's Expected Result/Impact: Create an ESports team that would build excitement and provide an opportunity for students to participate in structured, competitive gaming Positively impact CTHS student recruiting by offering a unique competitive opportunity for students Staff Responsible for Monitoring: Steven Fleming, Principal Chad Phillips, Assistant Principal Dr. Tom Le, Assistant Principal Casey Crews, Campus ESports Director ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: CTHS will investigate options for offering competitive sports at CTHS such as, but not limited to, cross country and powerlifting. Strategy's Expected Result/Impact: Create and offer limited competitive sports that would attract additional students to CTHS. Staff Responsible for Monitoring: Steven Fleming, Principal Chad Phillips, Assistant Principal Dr. Tom Le, Assistant Principal Kim Voight, Lead Counselor/Master Scheduler ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District
Fisher Elementary
2020-2021 Formative Review

Mission Statement

The mission of Pasadena ISD and Fisher Elementary School is the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

Vision

WE BELIEVE THAT...

Everyone has purpose, worth, and dignity.

Individual potential is unknown and immeasurable.

Family dynamics profoundly influence the decisions individuals make and the people they become.

Connecting with others and building positive, meaningful relationships are essential.

Learning is instinctive, lifelong, and unique to the individual.

Communication is pervasive, essential, ever-present, and multidimensional.

Feeling safe enhances the ability to learn.

Diversity adds value to all areas of life.

Change is natural and continuous.

Each person is responsible and accountable in all aspects of life for the choices he or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

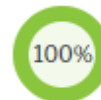



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principals will ensure that performance of all students will meet or exceed the state average.












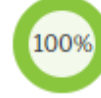




Evaluation Data Sources: Walkthrough documentation, T-TESS data, lesson plans, district and campus staff development logs and agendas

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Staff development logs and agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK-4 Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (ATS--Reading/Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, campus staff development plan, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: PFs, Materials, books, training, - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas--Guided Reading groups in all grades. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Lesson plans in eduphoria , walkthrough documentation Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers will attend focus trainings provided by the district instructional specialist each 9 weeks. (ATS--Reading/Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, agenda, campus PLC minutes/agenda Staff Responsible for Monitoring: District instructional specialists, Campus Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS--reading/math/writing) Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Ensure that all science classes incorporate hands-on, outdoor and STEM activities alignment with state Science TEKS. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Walk through data, lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff development on utilization of and usage on on-line data bases, ebooks, books, and other resources for specific TEKS. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Walkthrough documentation, sign in sheets, agenda Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus, Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Build and convene content areas curriculum committees to share successful implementation of research based instructional practices. (ATS--Reading/Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Staff development, sign in sheets, agendas Staff Responsible for Monitoring: Technology Liaison, Campus Coaches, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC (ATS--Reading/Math/Writing) Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Utilize Plan4learning software to help track, facilitate and monitor the campus improvement planning projects Strategy's Expected Result/Impact: Formative Reviews, budget at end of year accounting Staff Responsible for Monitoring: Principal, Secretary, AP's, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Plan4Learning Software Program - 199 - General Fund | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and intervention as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, LEP and Special Education participation. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. (ATS-Rdg/Math/Writing) Strategy's Expected Result/Impact: Data monitoring sheets, STAAR data, ITBS/Logramos data Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS-Rdg/Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction--PLC. (ATS-Rdg/Math/Writing) Strategy's Expected Result/Impact: Data monitoring sheets, PLC minutes, sign in sheets, calendar Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.


Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. (ATS-Rdg./Math/Wri) Strategy's Expected Result/Impact: Campus staff development plan, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS-Rdg. /Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: PFs, Instructional Specialists, materials, trainings - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS-Rdg. /Math/Wri) Strategy's Expected Result/Impact: Eduphoria reports, sing in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS-Rdg./Math/Wri) Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS-Rdg./Math/Wri) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Establish and support campus PLCs. (ATS-Rdg. /Math/Wri.) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning as well as campus-based staff development. (ATS-Rdg./Math/Writ) Strategy's Expected Result/Impact: Staff development plan, agenda, sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.














Performance Objective 4: During the current school year Fisher will implement reading initiatives designed to increase reading skills of all students and as evidenced by meeting or exceed the state performance levels.

Evaluation Data Sources: Lesson Plans, Campus staff development, walkthrough documentation

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. (ATS-Rdg. /Math/Wri) Strategy's Expected Result/Impact: Sign in sheets, library budget Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Continue/maximize the campus use of Accelerated Reading Instruction. (ATS-Rdg. /Math/Wri) Strategy's Expected Result/Impact: Accelerated Reading Reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day. (ATS-Reading, Math, Writing) Strategy's Expected Result/Impact: Teacher schedules, budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. (ATS-Rdg, Math, Writing) Strategy's Expected Result/Impact: Records of the campus distribution of student accommodation sheets Staff Responsible for Monitoring: DAIT/504 Dyslexia teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Dyslexia Teacher, software programs, materials, training - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS-Rdg. /Math/Writ) Strategy's Expected Result/Impact: LLI /BAS reports, Lesson plans, Istation reports Staff Responsible for Monitoring: Teachers, Reading Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide staff development on reading strategies. (ATS-Rdg. /Math/Wri) Strategy's Expected Result/Impact: Sign in sheets, agendas, walkthrough documentation Staff Responsible for Monitoring: Reading Campus Coach, District Reading Instructional Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. (ATS-Rdg. /Math/Writ.) Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Purchase a reading program Learning A-Z for all students to utilize in class Strategy's Expected Result/Impact: Learning A-Z data reports Staff Responsible for Monitoring: Teachers, Campus Coaches, Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Learning A-Z license - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 5: During the current school year Fisher will provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Lesson plans, GT projects

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district GT identification procedures. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: GT Coordinator, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide GT pullout program to provide time for the students to work together on projects and for specific enrichment activities. Strategy's Expected Result/Impact: Student projects Staff Responsible for Monitoring: GT Coordinators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 3.1 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Encourage and promote student participation in G/T Summer Exploration Camp and Field trip activities. Strategy's Expected Result/Impact: Registration numbered Staff Responsible for Monitoring: GT coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Fisher will provide a two-way dual language program to provide an opportunity to enrich GT students with a second language. Strategy's Expected Result/Impact: Schedule, Student data Staff Responsible for Monitoring: DL teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participate in district wide GT showcase Staff Responsible for Monitoring: GT Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Students will be in classrooms with GT certified classroom teachers. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets, agenda Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.













Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.








Evaluation Data Sources: T-TESS Goal setting, Lesson plans, report card grades, CBA data, iStation reports, LLI data

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials and activities for the At-Risk learner. (ATS-Rdg./Math/Writ.) Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: PFs, materials, programs - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (ATS-Reading-Math-Writ) Strategy's Expected Result/Impact: CBA's common assessments, STAAR, AWARE reports, grade reports, IAT Tier 2/3 reports Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Outside Retired Teacher-Tutor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Extended Day Tutors--Teachers - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. (ATS-Rdg. Math-Writ.) Strategy's Expected Result/Impact: AWARE reports, grade reports, intervention reports Staff Responsible for Monitoring: Intervention Committee, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: IAT committee, PF, intervention software programs - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure the implementation of 504 accommodations for eligible students. (ATS-Rdg. Math Writ) Strategy's Expected Result/Impact: 504 reports, 504 grade reports Staff Responsible for Monitoring: 504 Coordinator, DAIT teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use data from TEKS-based assessment for early identification of individuals who might be at-risk or not mastering TEKS. (ATS-Rdg. Math Writ) Strategy's Expected Result/Impact: AWARE reports, grade reports, LLI reports, Istation reports Staff Responsible for Monitoring: Campus Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Implement research-based programs designed to accelerate student learning. (ATS-Rdg. Math Writ) Strategy's Expected Result/Impact: Extended day/year, LLI reports and Istation reports Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: AIMS Web will be utilized to monitor progress of at-risk students. Strategy's Expected Result/Impact: Student progress Staff Responsible for Monitoring: DAIT teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Fisher will participate in CIS program and ACE after school program to provide reading/math/homework/enrichment/STEM activities for our 2nd--4th graders. (ATS-Rdg. Math Writ) Strategy's Expected Result/Impact: Student participation list Report Cards STAAR CBA ITBS/Logramos iStation Reports Staff Responsible for Monitoring: Counselor, ACE campus coordinator, CIS campus coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Participate in transition meetings to support LEP students as they move from 4th to 5th grade (ATS-Rdg. Math Writ) Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Campus Administrator, LPAC , Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Utilize instructional paraprofessionals in classrooms during intervention time and throughout the school day to assist students in their learning. Strategy's Expected Result/Impact: classroom log sheets, weekly duty assignments, intervention groups assignments, para schedules Staff Responsible for Monitoring: Campus Coaches, Administration, Instructional Aides Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Instructional paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and STAAR data

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Implement the districts bilingual continuum and provide opportunities for teachers to carry this out Strategy's Expected Result/Impact: Lesson plans, TELPAS reports, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Bilingual Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual teachers, training, materials - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.











Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Staff development logs, discipline logs, PBIS committee minutes/agenda

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Conscious discipline strategies will be implemented with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Counselor CD Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mediation, conflict resolution, bullying, CHAMPS and CD training opportunities for students and staff. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, Campus Administrators, PBIS committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Conscious Discipline materials/supplies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plans, including safety drills & lockdown drills (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Crisis handbook Staff Responsible for Monitoring: Medical Emergency Response Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe & Civil (PBIS) to reduce inappropriate behavior. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Student discipline referrals, PBIS agendas, sign in sheets Staff Responsible for Monitoring: PBIS team (Safe & Civil) team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselor, BRT, Intervention team, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Fisher will house the district's disciplinary alternative education center. Strategy's Expected Result/Impact: Student attendance numbers Staff Responsible for Monitoring: Campus Administrators, GC teacher Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Disciplinary Alternative Education Center - State Compensatory Funds | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in sheets, agendas, e-Courses in Eduphoria Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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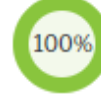
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.








Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Universal breakfast will be provided for all students at Fisher. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Master schedule Staff Responsible for Monitoring: Cafeteria manager Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Administer Fitness Gram to all 3rd, 4th grade students and use reports to drive instruction in PE classes. (ATS-Rdg. Math Write) Strategy's Expected Result/Impact: Fitnessgram results Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Establish a campus health advisory committee to develop and support coordinated school health goals and objectives. (ATS-Rdg. Math Write) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators SHAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS-Rdg. Math Write.) Strategy's Expected Result/Impact: Active Life data Staff Responsible for Monitoring: CHAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. (ATS-Rdg. Math Write.) Strategy's Expected Result/Impact: Sign in sheets, agendas, flyers Staff Responsible for Monitoring: CHAC committee, Teachers, counselor, parent coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Implement a Walk for Diabetes in an effort to increase awareness for diabetes and participate in Walk for Sight and Sight to See to support the Pasadena Lions Club. (ATS-Rdg. Math Write.) Strategy's Expected Result/Impact: Student and parent participation Staff Responsible for Monitoring: PE teachers, Teachers, Student Council Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use the districts grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grade reports, Intervention reports

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. (ATS-Rdg. Math Writi) Strategy's Expected Result/Impact: Lesson plans, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on a specific student expectations. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Grade reports, lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use district guidelines regarding the appropriate use of homework. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Grade report, lesson plans, Fisher Handbook Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use grade and/or content specific grading rubrics. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Grade reports, lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district wide grade and/or content appropriate retest standards. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Lesson plans, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Tiger Time documentation, Intervention reports grade reports, LLI reports, Istation reports Staff Responsible for Monitoring: Teachers, DAIT teacher, Intervention team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 96% or above for all students

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance data

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. (ATS-Rdg. Math Writl) Strategy's Expected Result/Impact: Attendance report, PBIS Committee Staff Responsible for Monitoring: Campus Adminstrators, Nurse, Counselor, Teachers, PBIS committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS-Rdg. Math Writl) Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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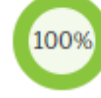

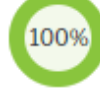

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.












Performance Objective 12: During the current school year, our campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District special education guidelines, In-service by special education department to district staff, Admission Review Dismissal (ARD) paper work

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education student experiencing reading difficulties. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the district special education office to document appropriate state assessment decision making process for students with disabilities: 1) Use of data from progress monitoring, CBA's, etc.. to make determinations regarding state assessment and ensure progress 2) Ensure ARD document clearly delineates the need for STAAR and STAAR Alt (ex. PLAFFs, IEPs, deliberation) and 3) Utilizing district/state required STAAR and STAAR Alt. participation requirements forms. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: STAAR Alt participation requirement forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaborately with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: sign in sheet, restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Provide instructional supplies and training for all teachers working with students with disabilities. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: District personnel sign in sheets, Eduphoria reports, classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. (ATA-Rdg. Math Writ.) Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: District Special Programs/504 personal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: Monitoring reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactory on their state assessment test for any subject, an ARD committee meeting will be held within 4-weeks or as soon as possible to discuss Accelerated Instruction/Intensive Program of Instruction. (ATS-Rdg. Math Writ.) Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Classroom walkthrough documentation

Summative Evaluation: Exceeded Objective














| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the district technology plan. (ATS-Rdg/Math/Writing) Strategy's Expected Result/Impact: Teacher T-TESS eduphoria reports, pasadena technology competency, teacher lesson plans Staff Responsible for Monitoring: Campus Administrators, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements such as printers, laminating machine and supplies needed. Strategy's Expected Result/Impact: Inventory report, printers, campus budget Staff Responsible for Monitoring: Campus Administrators, technology liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all

Performance Objective 2: During the current school year, all teachers will receive information and guidance introducing them to college and post-secondary possibilities

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Exceeded Objective












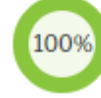




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting college week. (ATS-Reading/Math/Writing) Strategy's Expected Result/Impact: Flyer distribution, pictures, events, school announcements, class activities Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with real-world experiences that explore a wide range of careers such as taking students on Field Trips and bringing in events to Fisher to support our students learning (ATS-Rdg./Math/Writing) Strategy's Expected Result/Impact: Lesson plans, Field Trip information Staff Responsible for Monitoring: Counselor, Admin, Teachers, CIS Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement career guidance curriculum to 4th graders. (ATS-Rdg./Math/Writing) Strategy's Expected Result/Impact: Sign in sheets, lesson plans Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of Fisher teachers and paraprofessionals will be highly qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Staff qualification roster

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, sign in sheets, agenda Staff Responsible for Monitoring: Campus administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participation in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |













Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented at Fisher to increase














collaborative partnerships and encourage all parents to be an active partner in their children's education.

Evaluation Data Sources: Parent participation logs, family events/programs

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Fisher will employ a Counselor and Parent Coordinator to work with parents and students in need. Strategy's Expected Result/Impact: Parent Attendance, Counselor logs Staff Responsible for Monitoring: Campus Administration, Counselor, parent coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Counselor and Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 6100 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Materials and supplies are provided for parent volunteers and parent classes. Strategy's Expected Result/Impact: Parent attendance, classes, materials, printers/scanners, luncheons, breakfast, guest speakers, events Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Family literacy and Math events will be held by the counselor, parent coordinator and Campus Coaches Strategy's Expected Result/Impact: Parent attendance Staff Responsible for Monitoring: Counselor, Campus Coaches, parent coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Fisher will partner with Community in Schools to provide a CIS worker and ACE program to assist in after school program for our 2nd-4th grade students with their academic needs. Strategy's Expected Result/Impact: events, after school program Staff Responsible for Monitoring: Campus Administration, Counselor, parent coordinator, ACE program manager Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Fisher will hold a Parent Volunteer Appreciation breakfast Strategy's Expected Result/Impact: Parent Volunteer Numbers Increase Staff Responsible for Monitoring: Counselor and parent coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Fisher will hold a Fisher Family Day inviting all family members to visit the school, watch each grade perform, and participate in classroom lead activities. Strategy's Expected Result/Impact: Number of people in attendance Staff Responsible for Monitoring: Counselor, parent coordinator, Music teachers Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Parent Coordinator staff development/training registration fee Strategy's Expected Result/Impact: Agenda, staff development hours Staff Responsible for Monitoring: Counselor and parent coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: CIS will promote service organizations for students in school Strategy's Expected Result/Impact: Sign in sheets, agenda, events, flyers Staff Responsible for Monitoring: CIS, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Counselor, Parent Coordinator and CIS worker will foster relationships with local businesses and community organizations in an effort to create opportunities for our children and parents. Strategy's Expected Result/Impact: Business participation Staff Responsible for Monitoring: Counselor, Parent Coordinator, CIS Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 10: Counselor will promote guidance classes through out the school year for our PreK-4th grade students Strategy's Expected Result/Impact: Lesson plans, calendar, announcements Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Counselor will spear-head Fisher's annual Trick or Treat night for our Fisher families Strategy's Expected Result/Impact: Calendar, phone call-outs, announcements, marquee, flyers, tickets sales Staff Responsible for Monitoring: Counselor, Admin, Teachers, CIS Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: CIS and Counsleor will have Girl Scouts and Girls On The Run Strategy's Expected Result/Impact: flyers, marquee, agenda Staff Responsible for Monitoring: Teachers, Admin Team, Counselor, CIS Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, Fisher will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans, Counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Conscious discipline strategies are being implemented with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying, CHAMPS and CD training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, Campus Administrators, PBIS committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plans, including safety drills and lock down drills. Strategy's Expected Result/Impact: Crisis handbook Staff Responsible for Monitoring: Medical Emergency Response Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe & Civil (PBIS) to reduce inappropriate behavior. Strategy's Expected Result/Impact: Student discipline referrals, PBIS agendas, sign in sheets Staff Responsible for Monitoring: PBIS team (Safe & Civil) team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselor, BRT, Intervention team, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide staff development concerning abuse and threat assessment and reporting obligations and look-fors Strategy's Expected Result/Impact: Sign in sheets, agendas, e-Courses in Eduphoria Staff Responsible for Monitoring: Counselor, Nurse, Admin Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: During the current school year, we will develop a system to meet, manage and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, Nurse training logs

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff opportunities for CPR/AED training and response to campus emergencies Strategy's Expected Result/Impact: Eduphoria reports, Nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. Strategy's Expected Result/Impact: Eduphoria reports, Nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: During the current school year, our campus will focus on safety for all students and employees as measured by increased awareness

and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Nurse, MERT team Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish protocols for safety procedures at field trips. Strategy's Expected Result/Impact: Campus field trip protocol, nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide employees appropriate furniture and chairs to ensure they are safe while as they walk around and/or while they are sitting. Strategy's Expected Result/Impact: Nurse reports, secretary accident reports Staff Responsible for Monitoring: Nurse, school secretary, administration Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District
Frazier Elementary
2020-2021 Formative Review



Mission Statement

The mission of Frazier Elementary, which requires the commitment of all employees, parents, business, community members, and students, is to meet every child's needs in a safe, civil, and fun environment.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.


Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.




Targeted or ESF High Priority








Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement the district scope and sequence for all courses in grades PK-4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU, Overtime, Fixed - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign in sheets Staff Responsible for Monitoring: Campus administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 PF - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Peer facilitators, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Peer Facilitators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus administrators, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Librarian, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Agenda, sign in sheets Staff Responsible for Monitoring: Librarian, technology liaison, peer facilitator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, peer facilitators, literacy cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Build and convene content area curriculum teams to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Instructional - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, technology liaison, librarian, peer facilitator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master schedules Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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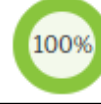
| Strategy 14 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 14: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: walkthrough data, feedback to staff Staff Responsible for Monitoring: Campus administrators. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators, peer facilitators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthroughs Staff Responsible for Monitoring: Campus administrators, peer facilitators, teachers | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |









Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, peer facilitators, literacy cohort | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, peer facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff development plan, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the program. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, budget Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of student accommodation sheets Staff Responsible for Monitoring: DAIT, campus 504 coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels Strategy's Expected Result/Impact: WRAP assessments reports, lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Literacy cohort, peer facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and on-line resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each



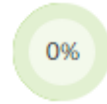




student.

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T coordinator | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: G/T students will participate in the Texas Performance Standards Project and other challenging educational experiences. Strategy's Expected Result/Impact: Number of students participating in the district-wide G/T showcase, evidence of projects Staff Responsible for Monitoring: G/T coordinator, teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus administrator | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Promote participation in the Duke Talent Search program in 4th grade. Strategy's Expected Result/Impact: Number of students participating in the Duke Talent Search. Staff Responsible for Monitoring: G/T coordinator | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: TTESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Gradespeed reports Staff Responsible for Monitoring: Campus Intervention Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: Campus 504 coordinator | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, Gradespeed reports Staff Responsible for Monitoring: Peer facilitators, intervention team, teachers Funding Sources: At-Risk (State Comp.) - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: SMART Time/tutoring participation Staff Responsible for Monitoring: Campus administrators, peer facilitators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Extended Day - 199 - General Fund - 3792.00, Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Conference logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Campus LPAC administrator, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans Staff Responsible for Monitoring: Administrators, PFs | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Provide intervention services through extended day, SMART time, and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE data, Intervention documentation, Gradespeed reports Staff Responsible for Monitoring: Administrators, PFs, teachers | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: All staff will support English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus administrators, librarian Funding Sources: Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus administrators, teachers Funding Sources: Bil.ESL - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Teachers | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus administrators, teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, counselor, teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Crisis handbook, safety drills logs Staff Responsible for Monitoring: Campus crisis team | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, agendas, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor, PISD police | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialist to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors. Staff Responsible for Monitoring: Campus administrators, counselor, intervention team, LSSP, district behavior response team. | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Agenda, sign in sheets Staff Responsible for Monitoring: Counselor, nurse | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plan, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Coordinated School Health Team | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, lesson plans in Eduphoria Staff Responsible for Monitoring: PE Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Health Safety Advisory Committee | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grade reports, intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Gradespeed reports, report cards Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
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



| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Gradespeed reports Staff Responsible for Monitoring: Teachers, intervention team, DAIT | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 96% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Exceeded Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: attendance reports Staff Responsible for Monitoring: Campus administrators, teachers | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: ESPED reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: ESPED reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed with the required timelines. Strategy's Expected Result/Impact: EXCEED reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campuses will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR-A/STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Accomodated and STAAR Alternative Participation Requirement Forms Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Sign in sheets, Eduphoria reports, Classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators, District personnel Funding Sources: Special Ed. - 199 - General Fund | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Special education teachers are included in training given in the area of dyslexia and other related disorders. Strategy's Expected Result/Impact: Eduphoria, sign in sheets Staff Responsible for Monitoring: District Special Education Program Coordinator, District 504 Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Exceeded Objective











| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support to administer the Istation assessments that are required. Strategy's Expected Result/Impact: Sign-in sheets, agendas, Istation reports Staff Responsible for Monitoring: PFs | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st century classroom." Strategy's Expected Result/Impact: Inventory, District Technology Plan, budget Staff Responsible for Monitoring: Campus administrators, Tech liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Walkthrough Data, STaR Chart data, Lesson plans Staff Responsible for Monitoring: Administrators, Tech Liaison, PFs, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on technology surveys.

Summative Evaluation: Exceeded Objective




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher and Campus tech surveys, lesson plans, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Tech Liaison, Teachers, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: campus budget, Inventory report Staff Responsible for Monitoring: Campus administrators, Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Evaluation Data Sources: Counselor documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers | Formative | | |
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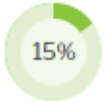






| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyers, campus calendars, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day information, and College Week involvement.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers, Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through various grade level career fairs and activities. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to

facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs

Summative Evaluation: Met Objective













| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs, staff profiles Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.








Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be involved in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Superintendent's Stay in School Project/District Attorney Partnership. Strategy's Expected Result/Impact: Number of Court Referrals Staff Responsible for Monitoring: Campus Attendance Administrator, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer workshops for parents of students with reading difficulties and related disorders, as well as instructional interventions. Strategy's Expected Result/Impact: Participation rates, Survey results Staff Responsible for Monitoring: Administrators, Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign in Sheets Staff Responsible for Monitoring: Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide educational resources for parents on the website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide educational resources and strategies for parents to utilize at home with their child. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Peer Facilitators, Webmaster, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Teachers, Administrators, PFs, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Notes to parents, flyers Staff Responsible for Monitoring: Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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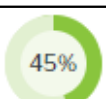
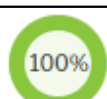
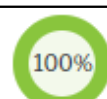
| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Implement Give Me Five Parent Volunteer Partnership program. Strategy's Expected Result/Impact: Volunteer logs Staff Responsible for Monitoring: Counselor | Formative | | |
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



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Community involvement will increase by 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Donations report, volunteer report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer sign-in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: Counselor, administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (Student Council, Safety Patrol, etc) Strategy's Expected Result/Impact: Campus plan, agendas from meetings, Staff Responsible for Monitoring: Campus Administrators, counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Participate in the "See to Succeed" program. Strategy's Expected Result/Impact: Number of students participating Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Collaborate with the campus PTO to increase the amount of business partnerships we have, as well as provide family events to increase parent involvement at school. Strategy's Expected Result/Impact: Number of families participating, number of businesses supporting campus events. Staff Responsible for Monitoring: Campus administrators, counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Implement Campus Spotlight and/or awards for exceptional service (Teacher of the Year, Paraprofessional of the Year, Volunteers of the Year, etc.) Strategy's Expected Result/Impact: Award ceremonies Staff Responsible for Monitoring: Administrators, Counselor | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness

Evaluation Data Sources: Campus plans, meeting agendas

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign-in sheets, monthly family assemblies Staff Responsible for Monitoring: Campus administrators, counselor | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in behavior management. Strategy's Expected Result/Impact: Sign-in sheets, Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign-in sheets, Eduphoria reports Staff Responsible for Monitoring: Administrators, Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implementation of safety crisis management plans, including safety drills. Strategy's Expected Result/Impact: Safety plan, log Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide training opportunities and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Provide training opportunities for gang awareness and character education programs. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Individual behavior plans, reduction in discipline referrals. Staff Responsible for Monitoring: Administrators, counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Implement an age-appropriate and vertically-aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Administrators, counselor | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Summative Evaluation: Exceeded Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for all employees for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Nurse training log, Eduphoria reports Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on: Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials. Strategy's Expected Result/Impact: Eduphoria reports, Nurse training log Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
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



Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the quantity of annual accident reports.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management. Strategy's Expected Result/Impact: Crisis Drill Logs, training sign-in sheets Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish protocols for safety procedures for field trips. Strategy's Expected Result/Impact: Campus field trip protocols, nurse training logs Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria, agendas Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in patriotism event participation and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Program participation counts Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities. Strategy's Expected Result/Impact: calendar, program participation counts Staff Responsible for Monitoring: Administrators. | Formative | | |
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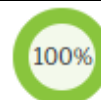



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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 5: Campus will sustain a focus on personal health and nutrition for all students and employees as measured by increased awareness and participation in specific events related to health.

Evaluation Data Sources: Employee logs, Increased fruit and vegetable consumption by students at lunch

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Employees will participate in the district employee wellness challenges each month. Staff Responsible for Monitoring: PE Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will be encouraged to eat more fruits and vegetables daily during lunch. Staff Responsible for Monitoring: Principal, Cafeteria staff, Cafeteria monitors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus will hold a family and community health fair to highlight local businesses and resources to promote family health and nutrition. Staff Responsible for Monitoring: Nurse, PE teacher | Formative | | |
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Pasadena Independent School District

Freeman Elementary

2020-2021 Formative Review



Mission Statement

To establish an environment that fosters social and emotional learning and develops future leaders.

Vision

The members of the AB Freeman Elementary community will take ownership of the future. We will foster a collaborative environment that encourages risk taking, and the pursuit of life-long learning by focusing on the social, emotional, and academic goals of our students and families.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




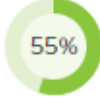








Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.




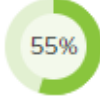





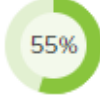


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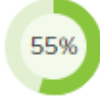









Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will review, implement, and evaluate the instructional strategies based on the PISD scope and sequence for all courses in grades PK-4. Strategy's Expected Result/Impact: Instruction will be aligned across the grade level Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Professional development will be focused on the immediate needs of our campus, so that long term improvement can be made. Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Improvement of instructional strategies Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study - \$149,338 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Peer facilitators, Writing Committee, teachers | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use on-line databases, eBooks, books, and other resources for specific TEKS Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Librarian, technology teacher, technology liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development on utilization of on-line data-bases and resources. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Librarian, technology teacher, technology liaison Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff with training to implement differentiated, research based, instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Teachers will differentiate instructional in all content areas to best meet the needs of their students Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, literacy cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Small group instruction will increase student mastery of grade level SE's Staff Responsible for Monitoring: Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Title I funded teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$80,818 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, sign-in sheets, agendas Staff Responsible for Monitoring: Campus administration, technology liaison, librarian, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Students will own their learning Staff Responsible for Monitoring: Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Each grade level will collaboratively meet, and with the assistance of the Peer Facilitators, develop both formative and summative assessments. Strategy's Expected Result/Impact: The guaranteed and viable curriculum will aligned across the grade level. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: The campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving Model). Strategy's Expected Result/Impact: Students will routinely, effectively, and independently use the problem solving model and various graphic organizers to solve math problems successfully. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$17,701 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Use online data bases, ebooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Students and teachers will have broader access to resources. Staff Responsible for Monitoring: Librarian, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




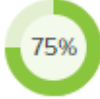


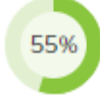


Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least 5% reduction in referrals to intervention.










Targeted or ESF High Priority








Evaluation Data Sources: STAAR Campus wide data disaggregation results, ITBS/Logramos results, BAS results, grade level results after each CBA administration, iStation, Freeman Elementary
Generated by Plan4Learning.com

student grades, Intervention referral data, PI data results.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. Strategy's Expected Result/Impact: Students within individual subgroups will be identified and tracked. Lesson will be planned to meet the needs of these individual groups. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy Funding Sources: Subs for Staff Development - School Improvement Grant - 6112 - \$10,000 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency. Strategy's Expected Result/Impact: Students will be prepared to exit the bilingual program at the end of 4th grade. Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Students in these groups will increase performance on district and state assessments throughout the school year. Staff Responsible for Monitoring: Campus administrators, staff members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Students referred to Special Education and intervention will be referred based on specific deficits and disabilities. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign-in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction Strategy's Expected Result/Impact: Student performance will be judged, not just on 'meeting standard' but also on growth over time. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Grade level teams will identify skills that require improvement by individual students, class, and grade level on a weekly basis (using current data such as student products, running records, formative assessment results, common assessment results, etc.). Strategy's Expected Result/Impact: PI Time will evolve and change weekly for most classrooms, PI groups will be fluid in many | Formative | | |
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| <p>cases, the individual needs of students will be addressed</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, team leaders.</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy</p> |  |  |  |
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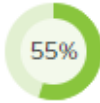


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.








Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives.</p> <p>Strategy's Expected Result/Impact: Freeman will be aligned with campuses across the district</p> <p>Staff Responsible for Monitoring: Campus administrators, Instructional coaches, team leaders</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Differentiation will be evident in all grade levels and content areas. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, curriculum committees, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level question/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Extension activities will be planned and implemented Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Teachers will hone individual skills and take ownership of their professional development Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Support campus PLC's. Strategy's Expected Result/Impact: Grade levels will develop and assess the guaranteed and viable curriculum, in all content areas. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: The alignment of grade level teams will increase and teacher professional development needs will be met. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.








Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading the improvement of reading skills with sufficient books in the libraries to support the program. Strategy's Expected Result/Impact: More books will be checked out from the library, more books will be read. Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide time and materials for purposeful reading throughout the school day. Strategy's Expected Result/Impact: Students will be exposed to books they might not have otherwise read, increasing vocabulary, comprehension, and language development. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Library Books - School Improvement Grant - 6329 - \$5,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Classroom teachers will have more instructional tools in their tool boxes to better meet the needs of all students. Staff Responsible for Monitoring: DAIT, campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Funding Sources: Dyslexia and Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$77,478 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. Strategy's Expected Result/Impact: The campus "on or above grade level" will increase Staff Responsible for Monitoring: Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies. Strategy's Expected Result/Impact: Teachers will have more tools in their instructional tool box Staff Responsible for Monitoring: Reading committee, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide library books and on-line resources to support all learning styles. Strategy's Expected Result/Impact: Library circulation and on-line resource usage in will increase Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Provide an array of learning opportunities geared toward gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedures Strategy's Expected Result/Impact: G/T identification will increase in efficiency Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities Strategy's Expected Result/Impact: More Freeman students will participate in summer opportunities Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: An increased number of students participating in the district-wide G/T showcase Staff Responsible for Monitoring: G/T coordinators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Funding Sources: Instructional Materials - School Improvement Grant - \$6,000 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Promote participation in the Duke Talent Search program in 4th grade Strategy's Expected Result/Impact: An increased number of students participating in the Duke Talent Search Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Implement G/T pullout program for identified students. Strategy's Expected Result/Impact: G/T students will receive direct services once a week. Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Instructional Materials - 199 - General Fund - \$1,665 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.








Targeted or ESF High Priority

Evaluation Data Sources: TTESS Goals, eduphoria lesson plans, students grades

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus intervention committee will develop plans for student failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Differentiated instruction will be implemented to meet the needs of the individual students. Staff Responsible for Monitoring: Intervention committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for all eligible students. Strategy's Expected Result/Impact: All 504 eligible students will receive the appropriate accommodations Staff Responsible for Monitoring: Campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not masters the grade level TEKS. Strategy's Expected Result/Impact: Specific students will be targeted for additional instructional intervention throughout the school year Staff Responsible for Monitoring: Instructional Coaches, intervention team, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Increased student usage of DreamBox, iStation, & Waterford, and more opportunities for students to participate in extended day. Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Instructional Materials - State Compensatory Funds - \$2,751 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at-risk students. Strategy's Expected Result/Impact: Increase parent awareness and participation in school events. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$48,092 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meeting to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Successful transitions from 4th to 5th grade for bilingual students Staff Responsible for Monitoring: LPAC administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Substitute teachers for Transition Meetings - School Improvement Grant - \$539 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide intervention services through extended day, PI Time, and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Student rating of Met Standard on the STAAR test will increase Staff Responsible for Monitoring: Administrators, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$51,428, Clerical Aides for Extended Day tutorials - School Improvement Grant - 6121 - \$4,000, Extra Duty Pay & Benefits for Teachers - School Improvement Grant - \$23,000, Snacks for Extended Day - School Improvement Grant - \$2,500 | Formative | | |
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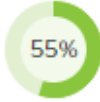


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

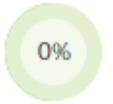












Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of other ELL's across the state.

Targeted or ESF High Priority

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Increase access to Spanish language materials will develop the language skills of our bilingual students Staff Responsible for Monitoring: Campus administrators, librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$2,128 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training. Strategy's Expected Result/Impact: Improved strategies to meet the needs of our English Language Learners Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum. Strategy's Expected Result/Impact: More students will exit the bilingual program following 4th grade Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Instructional Materials - 199 - General Fund - \$3,423 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Improved English Language acquisition Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




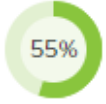









Performance Objective 8: Freeman will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Targeted or ESF High Priority

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduced discipline referrals Staff Responsible for Monitoring: Campus Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Reduced discipline referrals and increased instructional time Staff Responsible for Monitoring: Campus Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Faculty, staff, and students will feel prepared in the case of an emergency Staff Responsible for Monitoring: Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implementing effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Increased 'on-task' behavior, clarified behavior expectations Staff Responsible for Monitoring: Fox Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Faculty awareness of the the students lives Staff Responsible for Monitoring: Counselor, PISD Police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention will be appropriately implemented to meet the needs of students with chronic misbehavior Staff Responsible for Monitoring: Campus administrators, counselor, Intervention team, LSSP, District Behavior Response Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Teachers will follow the appropriate steps for reporting abuse Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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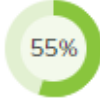


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

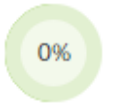

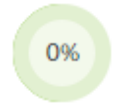




Performance Objective 9: Coordinated School Health plans will be implemented to include activities to increased student and parental awareness of healthy living practices.

Targeted or ESF High Priority

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plan, lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Freeman students will be represented at all district health events Staff Responsible for Monitoring: Wellness Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee (Wellness Committee) to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: The campus will implement campus wide health activities Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Technology for the Gym - School Improvement Grant - \$19,999 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation of effectiveness of coordinated school health initiative's on a yearly basis. Strategy's Expected Result/Impact: Active life reports will indicate increased participation from last year Staff Responsible for Monitoring: Wellness Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instructions Strategy's Expected Result/Impact: Students will be aware of performance on the Fitnessgram assessment Staff Responsible for Monitoring: PE Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Increased parent awareness of student health Staff Responsible for Monitoring: Wellness Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Evaluation Data Sources: Gradespeed reports, intervention reports

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Student grades will reflect the student's progress toward mastery of the SE's. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Parents will accurately know the level of student mastery throughout the school year Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use grades and/or contend specific grading rubrics Strategy's Expected Result/Impact: Assessment expectations will be clear to the students, teachers, and parents Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Homework will become an tool to use toward mastery Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Increased fluidity of PI groups, and mastery of the content Staff Responsible for Monitoring: Teacher, Intervention team, Intervention case managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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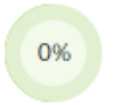

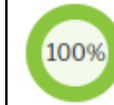







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: Curing the current school year, increase the campus attendance rate to 97% or more for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance rate will increase Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognized and promote outstanding attendance. Strategy's Expected Result/Impact: The attendance rate will increase Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Student and Parent Incentives - School Improvement Grant - \$5,000 | Formative | | |
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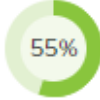


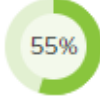




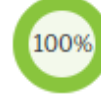
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure all the needs of each student is being met, including 100% compliance will all federal and state requirements.











Targeted or ESF High Priority

Evaluation Data Sources: District Special Education Guidelines, inservices by Special Education Department to campus staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: Alignment across the campus and district with Federal Guidelines Staff Responsible for Monitoring: Campus Administrators, Campus Based Evaluator (CBE) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: Zero Special Education evaluation are out of compliance Staff Responsible for Monitoring: Campus Administrators, CBE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Increase ability to support readers, of all levels, in the Special Education setting Staff Responsible for Monitoring: Campus Administrators, CBE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campuses will follow district procedures regarding parental request for special education evaluations. Strategy's Expected Result/Impact: Zero Special Education evaluations and report are out of compliance Staff Responsible for Monitoring: Campus Administrators, CBE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision Making Process for student with disabilities by 1) use of data from progress monitoring, CBAs etc. to make determinations regarding assessment and to ensure progress, 2) ensure ARD document clearly delineates the need for STAAR-A/STAAR Alt II and 3) utilizing District/State required STAAR Accommodated and STAAR Alt. participation requirement forms. Strategy's Expected Result/Impact: Appropriate testing decisions will be made for all children Staff Responsible for Monitoring: Campus Administrators, CBE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative. Strategy's Expected Result/Impact: All appropriate staff will be trained in acceptable restraint techniques and appropriate documentation will take place Staff Responsible for Monitoring: Campus Administrators, CBE, Special Education Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Freeman will be accessible to all students and families Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Teachers will have additional instructional tools in their tool box Staff Responsible for Monitoring: Campus Administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Instructional Materials - 199 - General Fund - \$2,000 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Special education teachers are included in training given in the area of dyslexia and other related disorders. Strategy's Expected Result/Impact: Special education teachers can better meet the needs of all students Staff Responsible for Monitoring: District Special Education Program Coordinator, District 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: All students will be placed in the appropriate learning environment Staff Responsible for Monitoring: Campus Administrators, CBE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 13: During the school year, student and teacher access to technology will increase according to the District Technology Plan.

Targeted or ESF High Priority

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support to administer the iStation assessments that are required. Strategy's Expected Result/Impact: All students will participate in monthly iStation assessments Staff Responsible for Monitoring: Computer lab teachers, PF's Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Classrooms will be equipped with at least minimum requirements for the '21st Century Classroom.' Strategy's Expected Result/Impact: Increased access for all students Staff Responsible for Monitoring: Campus administrators, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment, in grades PK-4, as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Student technology proficiency will increase Staff Responsible for Monitoring: Campus administrators, Tech Liaison, PF's, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Increase student access to technology Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Students awareness of post-high school option will increase Staff Responsible for Monitoring: Campus administrators, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Student awareness of post-high school options will increase Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.








Performance Objective 2: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st Century career opportunities.

Targeted or ESF High Priority

Evaluation Data Sources: Student understanding or Career Clusters, Career Day information, and College Week involvement.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Students will be aware of post-high school options Staff Responsible for Monitoring: Teachers, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Students will be aware of post-high school options Staff Responsible for Monitoring: Counselor, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 3: We will actively recruit, develop, and retain a highly qualified staff.














Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Targeted or ESF High Priority

Evaluation Data Sources: Status reports, job fair documentation, and staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Staff and teachers will feel supported and connected to the school community Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: New personnel will better understand the culture of Freeman Elementary Staff Responsible for Monitoring: Campus administrators, master mentors, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: New teachers will take ownership of their experience at Freeman Elementary Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Staff members will take ownership of their professional development Staff Responsible for Monitoring: Campus administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. Strategy's Expected Result/Impact: Teachers will be able to observe the highest performing teachers and use observations to improve instructional practice. Staff Responsible for Monitoring: Instructional Coaches, Administrators ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

















Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents in their children's education.

Targeted or ESF High Priority

Evaluation Data Sources: Parental involvement reports, Sign-in sheets, agendas, calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: The campus orientation programs will feature information about Title 1, parent communication, and grade level expectations Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Freeman parents will be more informed Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with reading difficulties and related disorders, as well as instructional interventions. Strategy's Expected Result/Impact: Parent in attendance will be able to better support their child Staff Responsible for Monitoring: Administrators, counselor, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources, and ebooks Strategy's Expected Result/Impact: Parents will be aware of resources available to support reading Staff Responsible for Monitoring: Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Parents will be able to better support their child at home. Staff Responsible for Monitoring: Counselor, Peer Facilitators, Webmaster, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide online resources for parents on the website. Strategy's Expected Result/Impact: The Freeman website will be a resource to provide support to parents Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$3,123 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data. Strategy's Expected Result/Impact: Parent awareness of campus expectations, campus performance, and Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide information that can be utilized with students and parents in the interpretations of test results. Strategy's Expected Result/Impact: Parents will better understand student performance on the STAAR Test Staff Responsible for Monitoring: Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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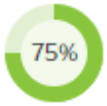








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Community involvement will increase by 5% expansion in partnerships and enhanced communication.

Targeted or ESF High Priority

Evaluation Data Sources: Donations report, volunteer report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism Strategy's Expected Result/Impact: The Freeman School Community will connect with the greater community it serves. Staff Responsible for Monitoring: Counselor, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote services organizations for students in school (Student Council, Safety Patrol) Strategy's Expected Result/Impact: Students will experience opportunities to lead. Staff Responsible for Monitoring: Campus Administrators, Counselor, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or Awards for exceptional service (Teacher of the Year, paraprofessional of the Year, Volunteer of the Year, etc.) Strategy's Expected Result/Impact: Staff members will celebrate the good work of colleagues. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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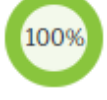
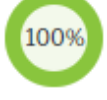
Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.




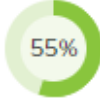


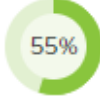





Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.








Targeted or ESF High Priority

Evaluation Data Sources: Campus Plan, meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide opportunities to attend training in behavior management. Strategy's Expected Result/Impact: Classroom management skills will increase across the campus Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Team (BRT). Bullying occurs when a student or group of students, exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction in discipline referrals, increased awareness of bullying and its negative effects Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implementation of safety crisis management plans, including safety drills. Strategy's Expected Result/Impact: Increased preparedness for emergency situations Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Reduction of discipline referrals. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide training opportunities for gang awareness and character education programs. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development to teachers, administrators, and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local). Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct affects a student's ability to participate in or benefit from an education program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Increased awareness of the district policy Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Implement an age-appropriate and vertically-aligned guidance curriculum Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in office referrals Staff Responsible for Monitoring: Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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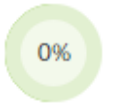









Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Eduphoria reports, emergency drill logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team by incorporating Stop the Bleed. Strategy's Expected Result/Impact: The certified CPR/AED trained staff will be better prepared to respond to campus emergencies Staff Responsible for Monitoring: Administrators, nurse TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Teachers will know how to respond to situations safely Staff Responsible for Monitoring: Administrators, Nurse TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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



| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for staff to attend the district ALICE training. Strategy's Expected Result/Impact: Teachers will be aware of the district expectations in emergency situations. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Teachers will be able to explain and execute emergency plans. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Evaluation Data Sources: Positive increase in patriotism event participation and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teacher significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Increased awareness of national, state, and local symbols, different cultures and civic responsibilities Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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Pasadena Independent School District

Gardens Elementary

2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

At Gardens Elementary, all children can learn and reach their maximum potential by promoting high expectations of academic excellence, cultural pride and respect for individual differences in a safe and nurturing environment.

Vision

Gardens Elementary:

Gators will learn! Gators will lead! Gators will succeed!!!

We believe that. . .

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- We will honor our country, our freedom and all those who protect and defend our constitutional rights
- Family and community profoundly influence decisions individuals make
- Everyone has purpose, worth, dignity with immeasurable potential
- Connecting with others and building positive, meaningful relationships is essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn
- Diversity adds value to all areas of life
- Change is inevitable for growth and success
- Each person is responsible and accountable for the choices he or she makes
- We must foster an environment of honesty and integrity

Gardens is a diverse and inclusive school community committed to academic excellence and integrity. We provide high quality instruction in a caring, safe and healthy learning environment, responsive to each student in collaboration with families and the community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.






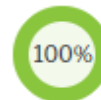

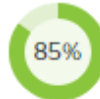




Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.













Targeted or ESF High Priority

















Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walk-throughs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff, ACE Afterschool Program Staff Responsible for Monitoring: Campus Administrators, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK to 4. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$46,060 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title I PF - 211 - Title 1 A - Economically Disadvantaged Study - \$147,114.28 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data, ACE Afterschool Program Staff Responsible for Monitoring: Instructional Coaches, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Ensure that all science classes incorporate hands-on laboratory activities in alignment with state Science TEKS. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data, ACE Afterschool Program Staff Responsible for Monitoring: Campus Administrators, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use online databases, eBooks, books, and other resources for specific TEKS. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of online databases and resources. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training and materials necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data , ACE Afterschool Program Staff Responsible for Monitoring: Teachers, Instructional Coaches, ACE Coordinator (ATS -All, White, Hispanic, African American) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title I Instructional - 211 - Title I A - Economically Disadvantaged Study - \$18,590.59 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration utilizing ClassLink, SeeSaw, Google Classroom and the Summit Learning Platform. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Master Schedule with common planning time, Agendas, Minutes Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each










student.














Performance Objective 2: Data disaggregation will drive the design of instruction, intervention referrals, and interventions implemented for Tier 2 and 3 students.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data, intervention data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: AWARE reports, ACE Afterschool Program Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: LEP data reports Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, IAT Chair Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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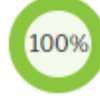
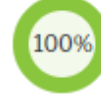
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




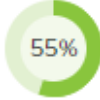









Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority

Evaluation Data Sources: Staff development plan, agendas, minutes, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Staff development sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Eduphoria staff development reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Sign in sheets, Agendas Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets, ACE Afterschool Program Staff Responsible for Monitoring: Campus Administrators, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Establish and support campus PLCs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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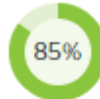

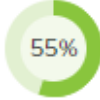
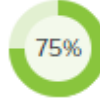






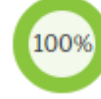
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




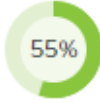
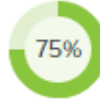





Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian, Literacy Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue and maximize the campus use of Accelerated Reading Instruction. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Accelerated Reading Reports, ACE Afterschool Program Staff Responsible for Monitoring: Librarian, ACE Coordinator, Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development about reading strategies. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Benchmark assessment reports, LLI and Istation reports. Staff Responsible for Monitoring: Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and online resources to support all learning styles. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Targeted or ESF High Priority

Evaluation Data Sources: Master schedule, eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedure. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Promote G/T Summer Exploration Camp opportunities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Participation in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, G/T Teachers including pull-out teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Class rosters, Eduphoria staff development rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria Staff Responsible for Monitoring: G/T Coordinator, G/T Pullout Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: GT - 199 - General Fund - \$1,821 | Formative | | |
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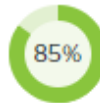







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





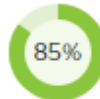
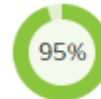







Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Targeted or ESF High Priority

Evaluation Data Sources: TTESS Goals, eduphoria lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Intervention Assistance Team (IAT) will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Intervention reports, Grading reports Staff Responsible for Monitoring: Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Grading reports, LLI, Istation Staff Responsible for Monitoring: Instructional Coaches, Intervention Assistance Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: At Risk - 199 - General Fund - \$3,374, Compensatory Funds - State Compensatory Funds - \$5,100 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement research-based programs designed to accelerate student learning. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Coaches, Teachers Lesson plans, LLI, Istation, Extended day and year rosters Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: ACE After School - 21st CCLC Grant - \$77,517, Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$57,394.37 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional support to parents of at risk students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets, ACE Afterschool Program Staff Responsible for Monitoring: Counselor/Parent Coordinator, Instructional Coaches, Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$24,905.90, Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,280.69 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support LEP students as they move from 4th to 5th grade. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: All staff will assist English language learners and ensure that their academic performance will equal or surpass the state average on state assessments

Targeted or ESF High Priority

Evaluation Data Sources: Standardized and state assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: School budget, library Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title III Bilingual - 263 - Title III A - Bilingual Education, Language - \$2,669.26 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Bilingual/ESL - 199 - General Fund - \$4,252 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL (ELDs) scope and sequence at all grade levels. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each





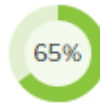




student.












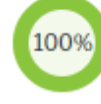




Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Targeted or ESF High Priority

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies and Restorative Circles with students. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide bullying and Conscious Discipline training opportunities for students and staff. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills and ALICE training/refreshers. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Crisis Handbook, Drill log Staff Responsible for Monitoring: Campus Crisis Team, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Counselor/District Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop Behavior Intervention Plans for students with chronic disruptive behaviors. (PBIS Strategies) (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Intervention reports, BRT, ACE Afterschool Program Staff Responsible for Monitoring: District Behavior Specialists, Campus Administrators, Counselors, Intervention Assistance Team, LSSP, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Targeted or ESF High Priority

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plan, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Active Life Records Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Administer Fitnessgram and use reports to drive instruction. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in Sheets, Agenda, ACE Afterschool Program Staff Responsible for Monitoring: Health Committee, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Students will participate in Universal Breakfast. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Nutrition Reports Staff Responsible for Monitoring: Campus Administrators, Food Services Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Evaluation Data Sources: Grading reports, intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Grading reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers, instructional coaches, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district wide grade and/or content appropriate retest standards (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers, campus administrators, instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Intervention reports, Grading reports Staff Responsible for Monitoring: Teachers, Intervention Team, Instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: DAIT - 211 - Title 1 A - Economically Disadvantaged Study - \$81,695.08, Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - \$26,189.99 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 11: During the current school year; increase the campus attendance rate to 97% or above for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Attendance incentives will be utilized to recognize and promote outstanding attendance (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Attendance Report, ACE Afterschool Program Staff Responsible for Monitoring: Campus administrators, Counselor, Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












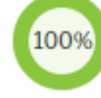
Performance Objective 12: Our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.













Targeted or ESF High Priority








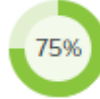





Evaluation Data Sources: District Special Education Guidelines, In-service by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Special Programs documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Special Programs documentation, RtI documentation, IEP documentation, ARD documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Campus Administrators, LSSP, Speech, District Special Education office Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campuses will follow district procedures regarding parental request for special education evaluation. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Special Programs documentation, RtI documentation, IEP documentation, ARD documentation Staff Responsible for Monitoring: Campus Administration, LSSP, Speech, Counselor, District Special Education Office Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Special Programs documentation, RtI documentation, IEP documentation, ARD documentation Staff Responsible for Monitoring: Campus Administrators, LSSP, Speech, District Special Education Office Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, MAP, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documentation clearly delineates the need for STAAR or STAAR Alt (i.e., PLAAFPs, IEPs, deliberations) and (3) utilize District/State required STAAR and STAAR Alternative Participation Requirement Forms (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Data from CBAs and campus assessments, STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide training for all teachers working with students with disabilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: personnel Sign in sheets, Eduphoria reports, Classroom Walkthroughs Staff Responsible for Monitoring: Campus Administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Special Ed - 199 - General Fund - \$1,942 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Eduphoria staff development reports, sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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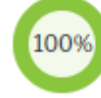




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Targeted or ESF High Priority

Evaluation Data Sources: Student and teacher access to technology will increase according to the District Technology Plan with the use of mifis and 1:1 technology.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Staff Development documentation Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st century classroom" (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan utilizing various learning management systems. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Teacher TTESS, Pasadena Technology Competency, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-

secondary education

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Campus activities, ACE Afterschool Program Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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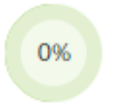

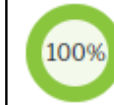







Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Targeted or ESF High Priority

Evaluation Data Sources: Summative Evaluation: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, ACE Afterschool Program Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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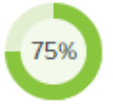

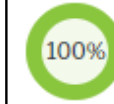
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.













Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.








Targeted or ESF High Priority

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mentorship and staff development opportunities to new personnel. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Mentor Training, RISE, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Attendance documentation showing number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title 1 Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Walk-throughs, lesson plans, peer observation forms Staff Responsible for Monitoring: Administrators, Faculty Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Establish Professional Learning Communities to support continuous professional development and planning specific to the student population. (ATS -All, White, Hispanic, African American) Strategy's Expected Result/Impact: Faculty Meeting/ Committee Meeting/ Peer Mentoring/ Staff Development Sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Balanced Literacy Team, Data Disaggregation Team, Curriculum Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.













Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.











Targeted or ESF High Priority

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: sign-in sheets, ACE Afterschool Program and agendas Staff Responsible for Monitoring: Parent Coordinator, Counselor, ACE coordinator and teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Parent logs, agendas, sign in sheets, ACE after school program Staff Responsible for Monitoring: Counselor, Parent Coordinator, Campus Administrators, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Agendas and sign in sheets Staff Responsible for Monitoring: DAIT, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Agendas, sign in logs Staff Responsible for Monitoring: Librarian, Instructional Coaches, DAIT, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the website. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Use of website, instructional resource usage logs, ACE Afterschool Program Staff Responsible for Monitoring: Technology liaison, ACE Coordinator, Webmaster, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide instructional resources for parents to utilize at home with their children. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Agendas, sign in sheets, online resources usage logs Staff Responsible for Monitoring: Counselor, technology liaison, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - Additional Targeted Support Strategy Funding Sources: Title 1 Parent Component (paper, snacks - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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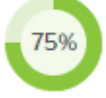


| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data, test results, etc. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Agendas, sign in logs Staff Responsible for Monitoring: Teachers, Title 1 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide information that can be utilized with students and parents in the interpretation of test results. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Agendas, sign in sheets, flyers Staff Responsible for Monitoring: Campus administrators, teachers, Counselor, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Donation reports, volunteer report

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: flyers, donations, service projects Staff Responsible for Monitoring: Campus Administrators, ACE Coordinator and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Promote student/parent/business involvement through volunteerism and community service.. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (National Elementary Honor Society, Gatoraide etc.) (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Campus Plans, Service Organization enrollment and attendance data Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the "See to Succeed" program (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Number of students participating and receiving eye services. Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers). Strategy's Expected Result/Impact: Teacher longevity, boosted morale Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

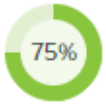


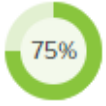


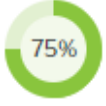


Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student














learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Targeted or ESF High Priority

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in Behavior Management. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Sign in sheets, Eduphoria reports Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities.. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, Eduphoria reports Staff Responsible for Monitoring: Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Safety plan, Discipline Reports Staff Responsible for Monitoring: Administrators, Crisis Team, Counselor, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide training opportunities for Gang Awareness and Character Education programs. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Eduphoria reports, Nurse training logs

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Eduphoria reports, Nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: Decrease the quantity of annual accident reports.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: Positive increase in patriotism participation and volunteerism.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Program participation counts Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities. (TS -All, Hispanic, Economically Disadvantaged, Special Ed) Strategy's Expected Result/Impact: Calendar, Program participation counts, ACE Afterschool Program Staff Responsible for Monitoring: Administrators, ACE Coordinator | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Garfield Elementary
2020-2021 Formative Review



Mission Statement

We are committed to celebrating continuous growth of all students through targeted instruction with high expectations in a positive learning environment to ensure high levels of achievement.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- We will honor our country, our freedom and all those who protect and defend our constitutional rights
- Family and community profoundly influence decisions individual make
- Everyone has purpose, worth, and dignity with immeasurable potential
- Connecting with others and building positive, meaningful relationships is essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn
- Diversity adds value to all areas of life
- Change is inevitable for growth and success
- Each person is responsible and accountable for the choices he or she makes
- We must foster an environment of honesty and integrity

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.










Targeted or ESF High Priority











Evaluation Data Sources: Walk-through documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all grades PK-4. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Campus Admin, PFs, TLs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus Staff Development Plan, Agendas, Sign-in Sheets Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with the state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Science Coach, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line data bases, ebooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Sing-in Sheets, Agendas, Lesson Plans Staff Responsible for Monitoring: Librarian, Tech Liaison, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Librarian, Tech Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the necessary training to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, PFs, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: Teachers, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Supplies & Materials - 211 - Title 1 A - Economically Disadvantaged Study, Instructional Coaches Salaries - 211 - Title 1 A - Economically Disadvantaged Study, Paraprofessional Salaries - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development Plan, Sign-in Sheets, Agendas Staff Responsible for Monitoring: Tech Liaison, Librarian, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide for common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.








Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, sign-in sheets, student grades, intervention referral data.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: AWARE Reports Staff Responsible for Monitoring: Campus Admin, PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress toward English proficiency. Strategy's Expected Result/Impact: AWARE Reports Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention, 504, and Special Education referral processes. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.








Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development Plan, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/ scaffolding designed to meet the learning needs of all students. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, PFs, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/ thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria Reports, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria Reports, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Campus Staff Development Plan Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Allow time for consistent vertical, horizontal and team planning as well as campus-based staff development. Strategy's Expected Result/Impact: Campus Staff Development Plan, Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
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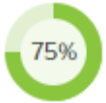


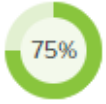


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.








Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign-in Sheets, Library Budgets Staff Responsible for Monitoring: Librarian, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue to maximize the campus use of Accelerated Reader. Strategy's Expected Result/Impact: AR Reports Staff Responsible for Monitoring: Librarian, PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers about special reading needs of students with dyslexia and other reading disorders. Strategy's Expected Result/Impact: Records of receipt of 504 and IEP accommodation sheets, Agendas, Sign-in Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator, PFs, SpEd Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP Reports, Lesson Plans, Data Wall Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development regarding reading strategies. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Literacy Cohort, PFs, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online reading resources to support all learning styles. Strategy's Expected Result/Impact: Circulation Reports Staff Responsible for Monitoring: Librarian | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum | |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



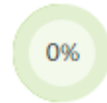




Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT inservice and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: G/T Records, Lesson Plans Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participation in district-wide and campus based G/T showcases Staff Responsible for Monitoring: G/T Coordinator, G/T Pull-out Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class Rosters Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout Program for identified students. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: G/T Coordinator, G/T Pull-out Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Supplies & Materials for G/T - 199 - General Fund | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional field trip for identified G/T students. Strategy's Expected Result/Impact: Agenda, Trip Request Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Field Trips G/T - 199 - General Fund | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Promote participation in the Duke Talent Search program in 4th Grade. Strategy's Expected Result/Impact: Duke Talent Search Applications Staff Responsible for Monitoring: G/T Coordinator | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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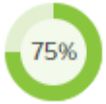


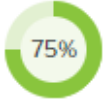


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.











Targeted or ESF High Priority

Evaluation Data Sources: Teacher TTESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention Reports, Skyward reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 Reports, Student grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | | Formative Reviews | | |
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| Strategy 3: Use data from TEKS based assessments for early identification of individuals who might be at-risk of not mastering the TEKS. Strategy's Expected Result/Impact: AWARE Reports, Intervention Reports, Skyward Reports Staff Responsible for Monitoring: PFs, Intervention Committee, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | | Formative | | |
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| Strategy 4 Details | | Formative Reviews | | |
| Strategy 4: Implement research based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year Staff Responsible for Monitoring: Campus Admin, PFs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Instructional Supplies & Materials - 199 - General Fund, Overtime - 199 - General Fund, Fixed Fund - 199 - General Fund | | Formative | | |
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| Strategy 5 Details | | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at-risk students. Strategy's Expected Result/Impact: Logs, Agendas, Sign-in Sheets Staff Responsible for Monitoring: Counselor, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy Funding Sources: Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study | | Formative | | |
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| Strategy 6 Details | | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support LEP students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, Lesson Plans Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Lesson Plans, Invitations Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Teacher Payroll - Extended Day/Tutorial | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Staff Development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library & School budgets Staff Responsible for Monitoring: Campus Admin, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Supplies & Materials for ELLs - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Campus Admin, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Supplies & Materials for ELLs - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue to provide opportunities for students to participate in the Dual Language program. Strategy's Expected Result/Impact: Agendas, Class Rosters Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans, Walk-through documentation Staff Responsible for Monitoring: Teachers | Formative | | |
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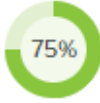





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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 8: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Walkthrough data Staff Responsible for Monitoring: Campus Admin, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and CD training opportunities for students and staff. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, Discipline Reports Staff Responsible for Monitoring: Safe & Civil PBIS Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness and Character Education trainings. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors. Strategy's Expected Result/Impact: Intervention Reports, BIPs Staff Responsible for Monitoring: Campus Admin, Intervention Team, BRT, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning child abuse and reporting obligations. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, Nurse, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Create and maintain a PBIS Team that will analyze school safety data and create school-wide procedures. Strategy's Expected Result/Impact: Agendas, Procedures Staff Responsible for Monitoring: Campus Admin, PBIS/Safe & Civil Team Leader Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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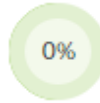





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Establish a Campus Health Advisory Committee (CHAC) to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: CHAC Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: CHAC Team Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer FitnessGram and use reports to drive instruction. Strategy's Expected Result/Impact: FitnessGram scores, Lesson Plans Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education opportunities for coordinated school health. Strategy's Expected Result/Impact: Sign-in Sheets, Agenda Staff Responsible for Monitoring: Parent Coordinator, CHAC Team Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in Houston Food Bank's Brighter Bites program to provide fresh fruits and vegetables to the families, as well as opportunities for the parents to get involved. Strategy's Expected Result/Impact: Sign-in sheets, Teacher Records of Brown Bag Activities and CATCH lessons Staff Responsible for Monitoring: Admin, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policy and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grade and Intervention Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Lesson Plans, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on a specific student expectation. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Grade Report, Report Cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Lesson Plans, Grade Reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district wide grade and/or content appropriate retest standards. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Lesson Plans, Grade Reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Using an RtI model, students who are failing will be identified and receive appropriate interventions in a timely manner. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Intervention Reports, PIE time Lesson Plans Staff Responsible for Monitoring: Teachers, Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: TAPR and Attendance Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: 95.69 overall for the COVID Pandemic year

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Admin, Counselor, Nurse, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Admin, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each










student.







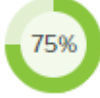




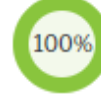
Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.














Targeted or ESF High Priority

Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Special Education evaluations to ensure initial referrals to SpEd are conducted within appropriate timelines. Strategy's Expected Result/Impact: esped Reports Staff Responsible for Monitoring: Admin, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development opportunities for teachers working with SpEd students who are experiencing reading difficulties. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Campus Admin, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Follow district procedures regarding parental requests for SpEd evaluation. Strategy's Expected Result/Impact: Intervention Documentation Staff Responsible for Monitoring: Campus Admin, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Work collaboratively with SpEd office to document appropriate state assessment decision-making process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) Ensure ARD document clearly delineates the need for STAAR Alt (i.e., PLAFFS, IEPs, deliberations) and (3) utilizing district/state required STAAR Alt participation requirement forms. (ATS - SpEd & AA) Strategy's Expected Result/Impact: STAAR Alt participation form Staff Responsible for Monitoring: Campus Admin, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Work collaboratively with district SpEd office to ensure compliance with SB 1196 dealing with restraint training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign-in Sheets, Restraint Documentation Staff Responsible for Monitoring: Campus Admin, LSSP, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities Plan Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide instructional supplies and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: District Personnel Sign-in Sheets, Eduphoria Reports, Classroom Walkthroughs, Budget Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Supplies & Materials for SpEd - 199 - General Fund | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Include SpEd teachers in training given in the area of dyslexia and related disorders. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Eduphoria Sign-in Sheets Staff Responsible for Monitoring: District Special Programs/504 Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Monitor the number of students with disabilities being served in least restrictive environments. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Admin, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily for any subject, an ARD meeting will be held within 4 weeks or as soon as possible to discuss accelerated instruction/intensive program of instruction. (ATS - SpEd & AA) Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: Campus Admin, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Sign-in Sheets Agenda Staff Responsible for Monitoring: PFs, Tech Liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the 21st century classroom. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Budget, Inventory, District Technology Plan Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum, and assessment PK-4th as outlined in the district technology plan. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Teacher PDAS, STAR Chart, Lesson Plans Staff Responsible for Monitoring: Campus Admin, Tech Liaison, PFs, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Inventory, STAR Chart Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on T-TESS

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher, Lesson Plans Staff Responsible for Monitoring: Campus Admin, Tech Liaison, Teacher TTESS, Eduphoria Reports Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: Inventory Reports, Campus Budget Staff Responsible for Monitoring: Campus Admin, Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






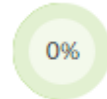




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer, Pictures Staff Responsible for Monitoring: Campus Admin, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer, Announcements, Calendars Staff Responsible for Monitoring: Campus Admin, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will have meaningful experiences through curriculum connected field trips to expand their exposure to careers and post-secondary possibilities. Strategy's Expected Result/Impact: Field Trip Documentation Staff Responsible for Monitoring: Campus Admin, TLs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Field Trip Admission & Academic Rewards - State Compensatory Funds | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: All Students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, College Week Involvement.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Campus Admin, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign-in Sheets, Agenda Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance Documentation showing increased number of staff participating in leadership and mentoring. Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. Strategy's Expected Result/Impact: Peer Observation schedules Staff Responsible for Monitoring: Campus Admin, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.











Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental Involvement Reports, Sign-in Sheets, Agendas, Calendars

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Reinstate partnership with HCDE

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education classes on various topics. Strategy's Expected Result/Impact: Logs Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide parent workshops regarding reading with children, online resources, and e-books. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Librarian, PFs, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide educational resources for parents on school website and social media. Strategy's Expected Result/Impact: Use of Website, # of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Agenda, Sign-in Sheets, Online resources Staff Responsible for Monitoring: Counselor, PF, Parent Coordinator, Teachers, Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR. Strategy's Expected Result/Impact: Sign-in Sheet, Agenda Staff Responsible for Monitoring: Teachers, Counselor, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Sign-in Sheets, Agenda, Flyers Staff Responsible for Monitoring: Campus Admin, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




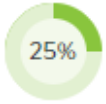
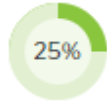
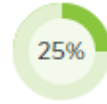


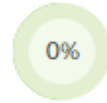




Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Business, community, partners have increased.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyer, Donations, Service Projects Staff Responsible for Monitoring: Campus Admin, Teacher, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Counselor, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (student council, etc.) Strategy's Expected Result/Impact: Campus Plans, Service Organization Enrollment and attendance data. Staff Responsible for Monitoring: Campus Admin, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See to Succeed Program Strategy's Expected Result/Impact: # of students participating and receiving eye services Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.








Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline Strategies with students. (ATS - SpEd & AA) Strategy's Expected Result/Impact: Walkthroughs, Reduction of Discipline Referrals, Sign-in Sheets, Calendar Staff Responsible for Monitoring: Campus Admin, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria Workshop Credit Staff Responsible for Monitoring: Campus Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Sign-In Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide training and implementation of effective strategies through Safe & Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas, Discipline Reports Staff Responsible for Monitoring: Safe & Civil PBIS Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide Gang Awareness and Character Education trainings. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic or severe misbehaviors. Strategy's Expected Result/Impact: Intervention Reports, BIPs Staff Responsible for Monitoring: Campus Admin, Intervention Team, BRT, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff development concerning child abuse and reporting obligations. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Admin, Nurse, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling Log Staff Responsible for Monitoring: Campus Admin, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Develop a district-wide system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria Reports, Nurse Training Logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria Reports, Nurse Training Logs Staff Responsible for Monitoring: Campus Admin, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on Blood Borne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials Strategy's Expected Result/Impact: Eduphoria Reports, Nurse Training Logs | Formative | | |
| | Mar | June | Aug |







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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Staff Responsible for Monitoring: Campus Admin, Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: During the current school year, campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management Strategy's Expected Result/Impact: Eduphoria Reports, Crisis Drill Logs, Agendas, Sign-in Sheets Staff Responsible for Monitoring: Campus Admin, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish protocols for safety procedures on field trips. Strategy's Expected Result/Impact: Campus Field Trip Protocols, Nurse Training Logs Staff Responsible for Monitoring: Campus Admin, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria Reports, Nurse Training Logs Staff Responsible for Monitoring: Campus Admin, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Screen visitors using the Raptor System. Strategy's Expected Result/Impact: Reports Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Maintain a safe and secure building using the BlueWave system. Strategy's Expected Result/Impact: Reports Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: During the current school year, establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in Programs Staff Responsible for Monitoring: Campus Admin, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities. Strategy's Expected Result/Impact: School Calendar, Participation Records Staff Responsible for Monitoring: Campus Admin, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Genoa Elementary
2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- We will honor our country, our freedom and all those who protect and defend our constitutional rights
- Family and community profoundly influence decisions individual make
- Everyone has purpose, worth, and dignity with immeasurable potential
- Connecting with others and building positive, meaningful relationships is essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn
- Diversity adds value to all areas of life
- Change is inevitable for growth and success
- Each person is responsible and accountable for the choices he or she makes
- We must foster an environment of honesty and integrity

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.















Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.




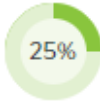








Targeted or ESF High Priority






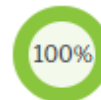







Evaluation Data Sources: Walk through documentation, lesson plans, campus and district staff development logs and agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. (TSI - all) Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK to 4. (TSI - all) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. (TSI-all) Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Title 1 Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$155,603 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. (TSI-all) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. (TSI-all) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (TSI - all) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus administrators, team leaders, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Use on-line databases, ebooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (TSI - all) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (TSI-all) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. (TSI-all) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$21,683 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. (TSI-all) Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Implement master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (TSI-all) Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. (TSI - all) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. (TSI-all) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












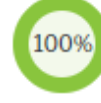
Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.











Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. (TSI-all) Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (TSI-all) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, campus instructional coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (TSI-all) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. (TSI-all) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (TSI-all) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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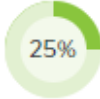


| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Establish and support campus PLCs. (TSI-all) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (TSI-all) Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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

Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walk Through Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: BAS assessment reports, Lesson Plans in Eduphoria, LLI and Soluciones data, MAP and Istation reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus instructional coaches, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T inservice and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT Supplies, camp registration - 199 - General Fund - 199 - \$2,155 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.














Targeted or ESF High Priority

Evaluation Data Sources: Teacher TTESS Goals, Eduphoria lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (TSI-all) Strategy's Expected Result/Impact: Sign in Sheets, Agendas, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committees will develop plans for students performing below grade level expectations. (TSI-all) Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. (TSI-all) Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (TSI-all) Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Grade reports, LLI and Soluciones data, IStation data, MAP data Staff Responsible for Monitoring: Instructional coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: At Risk (State Comp Ed) - 6399 General Supplies - State Compensatory Funds - State Comp Ed from 199 budget - \$4,032 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning. (TSI-all) Strategy's Expected Result/Impact: Extended Day/Year participation Staff Responsible for Monitoring: Campus Administrators, Instructional coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$54,096, BFU - 199 - General Fund - 199 - \$51,060, Overtime - 199 - General Fund - 199 - \$1,380, Fixed - 199 - General Fund - 199 - \$1,752, Extended Day - 199 - General Fund - 199 - \$5,870, State Comp Ed Payroll - 6119 Salaries or Wages - State Compensatory Funds - Teacher Salary (199) - \$57,383, State Comp Ed Payroll - 6141 Social Security/Medicare - State Compensatory Funds - 199.11.106.0234.000.6141 - \$832, State Comp Ed Payroll - 6142 Group Health and Life Insurance - State Compensatory Funds - 199.11.106.024.000.6142 - \$9,440, State Comp Ed Payroll - 6146 Teacher Retirement/TRS Care - State Compensatory Funds - 199.11.106.024.000.6146 - \$3,902, State Comp Ed Payroll - 6112 Salaries or Wages for Subs or Other Professionals - 199 - General Fund - 199.11.6112.000.106.024.000.6112 - \$330 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide additional and individualized support to parents of at risk students. (TSI-all) Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$23,931 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. (TSI-all) Strategy's Expected Result/Impact: AWARE Reports, Intervention Reports, Grade Reports Staff Responsible for Monitoring: Campus Administrators, Instructional coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Targeted or ESF High Priority

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - 263 - \$3,144 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual ESL - 199 - General Fund - 199 - \$4,729 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to

student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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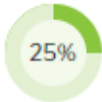






Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Committee Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health at each campus. Strategy's Expected Result/Impact: Sign in Sheets, Agenda | Formative | | |
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| Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 |  |  |  |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grade reports, Intervention reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on a specific student expectation. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$79,170 | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data

Summative Evaluation: Significant progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Nurse, Counselor, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance phone calls/messages will be sent on a consistent basis for students who are not attending and/or engaged in learning. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








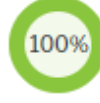
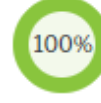

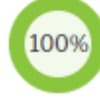
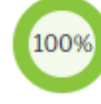
Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each students are being met including 100% compliance with all federal and state requirements.














Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Sign in sheets, Eduphoria reports, Classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed - 199 - General Fund - 199 - \$1,942 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria, sign in sheets Staff Responsible for Monitoring: District Special Ed Program Coordinator, District 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician, Spec Ed Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed Nurse - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$77,570 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the computer based assessments that are required. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Technology liaison, campus instructional coaches, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st century classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize the district Learning Management System (LMS) for all grade levels into daily instruction, curriculum and assessment. Strategy's Expected Result/Impact: Teacher TTESS, Teacher, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, campus instructional coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Report Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$537 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. Strategy's Expected Result/Impact: Peer Observation forms Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey Results Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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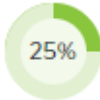





| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data, test results, etc. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Administrators, Counselor, Instructional Coaches, Webmaster, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$3,826 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Donations report, volunteer report

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses, flyers, donations, service projects Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, Safety Patrol etc.) Strategy's Expected Result/Impact: Campus Plan, Service Organization enrollment and attendance data Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers). Strategy's Expected Result/Impact: Awards and Ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports, calendar Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in Behavior Management. Strategy's Expected Result/Impact: Sign in sheets, Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Reduction in discipline referrals, Individual Behavior Plans Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counselling log Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the quantity of annual accident reports.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, Agendas Staff Responsible for Monitoring: Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus Administrators, Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: Positive increase in patriotism participation and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Program participation counts Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Golden Acres Elementary
2020-2021 Formative Review



Mission Statement

Golden Acres Elementary will provide a secure, positive learning environment in which all students will acquire the knowledge, master the skills, and maximize the talents necessary to become responsible, productive citizens in our changing society.

Vision

Golden Acres will provide a 21st century learning environment to our students, integrating all that technology has to offer with our core values of relationship-building, high expectations, and an unwavering commitment to providing outstanding instruction delivered by highly qualified teachers.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals









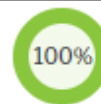
Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.







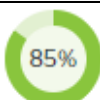
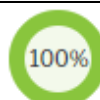
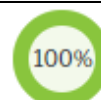
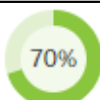
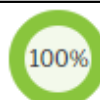
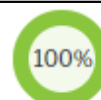
Performance Objective 1: Provide consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.





Targeted or ESF High Priority








Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas. Zoom , Seesaw, Google classroom

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Aligned Curriculum, Aligned District Initiatives Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades Pk to 4. Strategy's Expected Result/Impact: Aligned Curriculum for campus /district, Student Success on State Assessments Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: Materials for lessons and tutoring - Extended Day/Tutorial - BFU - \$3,940 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Trained staff members, Consistent implementation across grade levels Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - General supplies | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Students will be able to connect reading in all subjects to learning as well as comprehending fiction vs non fiction text. Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$12,156.75 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Students will be better prepared to work independently on skills with more success. Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: Campus Coaches Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$156,425.38 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Better aligned data and more reliable data across the grade levels. Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Learning will be better understood and retained. Interest will increase in student learning, Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Student Success will increase, Differentiated instruction Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers, Istation, Dream Box, Ready Rosie, Waterford Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Trained teachers, consistent usage and fidelity Staff Responsible for Monitoring: Librarian, Technology Liaison, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Student Success Differentiated Instruction Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: Resources - 263 - Title III A - Bilingual Education, Language - \$1,819.95 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Increase student engagement Increase student success Staff Responsible for Monitoring: Teachers, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: Peer Facilitators - 211 - Title I A - Economically Disadvantaged Study | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 12: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Preparing students for the future/ technology Increase student engagement Staff Responsible for Monitoring: Technology Liaison, Librarian, Teacher, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. 90 minute block on Tuesdays for Reading/Writing planning. 60 minute block on Wednesdays for Math planning time. (Coaches) Strategy's Expected Result/Impact: Collaboration, data analysis, aligned planning Staff Responsible for Monitoring: Campus Administrators Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Follow the District Bilingual Continuum to best fit our needs. Strategy's Expected Result/Impact: Better prepared ELL students ELL students have a strong spanish foundation. Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 Funding Sources: Instructional aides - 211 - Title 1 A - Economically Disadvantaged Study - \$30,621.12 | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Provide rigorous and motivating lessons to our identified special education , 504 , and RTI students. Strategy's Expected Result/Impact: Identified students with disabilities or students in need of accommodations or intense tutoring will progress academically. Staff Responsible for Monitoring: Campus Administration Campus Coaches Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Materials - Extended Day/Tutorial, Materials - 199 - General Fund - Special Ed | Formative | | |
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Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.

















Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data, BAS reading assessment (BOY/MOY/EOY)

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: Staff will have a better understanding of student data and can plan appropriate, meaningful and differentiated lessons. Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: Ensure ELL student success Moving toward Bilingual Exit Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Better informed teachers, Enhance lesson planning and meeting student needs Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Informed Teachers Consistent implementation of RTI/Sped referral process Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Trained Staff, differentiated lesson planning Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Meaningful lessons, Collaboration, PLC, MAP Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Conduct Data PLC meetings to monitor student progress with each grade level once every three weeks. Strategy's Expected Result/Impact: Collaboration Targeted instruction Staff Responsible for Monitoring: Teachers, Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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














Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Utilize the Skyward Program Parents receive a clear report of their child's progress and performance Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: Utilize Skyward Program Parents get a clear and accurate report showing their child's progress and performance Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Consistent evaluation on assignments Aligned grading throughout the campus Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Student Progress or move towards FIE Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 4: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plan, and analysis of needs addressed by the comprehensive needs assessment (Writing Academy SD 9/18) Zoom, Seesaw, Google Classroom

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Student Success Trained Teacher prepared to meet the expectations of the district (zoom) Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Student Success Targeted instruction Staff Responsible for Monitoring: Campus Administrators, Campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor (zoom) Strategy's Expected Result/Impact: Rigorous lesson planning Students thinking at higher levels Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. (zoom) Strategy's Expected Result/Impact: Targeted lesson planning Student Success Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Staff is prepared and trained to meet the needs of all learners Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Aligned grade levels Collaboration Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects, GT field trip, GT pull out weekly, G/T Arcade, G/T Writing prompt, Chess, Clustered grouping

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: Identify GT students yearly Staff Responsible for Monitoring: G/T Coordinator GT records | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities and Chess club during the school year. Strategy's Expected Result/Impact: Opportunities for GT students to participate with fellow GT students Staff Responsible for Monitoring: G/T Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: GT students will participate in GT Showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Best practices for GT student success Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: Targeted Instruction for GT students Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Materials - 428 - G/T Performance Standards - GT - \$1,237 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Students will design and present an arcade game for the Fall Festival. (Drive By) Strategy's Expected Result/Impact: Student Engagement Student Interest Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.








Targeted or ESF High Priority

Evaluation Data Sources: Teacher Self Reports Part II, Eduphoria lesson plans, and monitor student grades consistently, RTI time, Guided Reading/Math,

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Targeted instruction Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy Funding Sources: Instructional aide - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: Student Success Staff Responsible for Monitoring: 504 Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: Data Analysis, Targeted Instruction Intervention Staff Responsible for Monitoring: Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: - State Compensatory Funds - 6399 General Supplies | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. (seesaw , google classroom) Strategy's Expected Result/Impact: Student progress Targeted instruction Intervention Enrichment Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: supplemental funds - 211 - Title 1 A - Economically Disadvantaged Study - T1 Para Salary, materials for AT Risk students - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional support to parents of at risk students. Strategy's Expected Result/Impact: Increase parent communication Increase parent involvement Increase student achievement Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1 - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - %Counselor Salary - \$44,243.27 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Increase Student Success Staff Responsible for Monitoring: Teachers, LPAC Administrator | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.6 |  |  |  |
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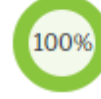


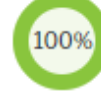
Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 7: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives

Evaluation Data Sources: Campus plans and meeting agendas, Conscious Discipline, Safe and Civil, Alice Training, Monthly Fire Drills, Semester Tornado, Lock-down drills, Crisis Plan, MERT Team, ,CPR trained staff members, CPI Trained staff members, Stop the Bleed trained staff members, AED trained staff members, Covid District Plan and Campus Plan.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide mediation, conflict resolution,and bullying training opportunities for students and staff. Strategy's Expected Result/Impact: Students and staff will know how to handle conflict. Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create crisis management plans, including safety drills, Alice Training, Covid Plan Strategy's Expected Result/Impact: Proactive and prepared for a crisis Staff Responsible for Monitoring: Campus Crisis Team | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Less office referrals which means more learning time Staff Responsible for Monitoring: Safe & Civil Team Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide Character Education programs and Conscience Discipline Classroom Guidance Lessons to all grade levels once every 9 weeks. Strategy's Expected Result/Impact: Student safety improves The school family culture improves Less office referrals Students become responsible for their own behavior Staff Responsible for Monitoring: Counselor Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Improving student discipline in the classroom. Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Educating staff on procedures that they may have to use within the school year. Staff Responsible for Monitoring: Counselor, Nurse Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff surveys to allow staff to provide feedback on character/conscious discipline lessons. Strategy's Expected Result/Impact: Staff has input to share effectiveness of lessons. Staff Responsible for Monitoring: Counselor Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize the Conscious Discipline Program school wide. Rituals, Wish You Well, Greetings, Celebrations, Family Assemblies, Safe Place. Strategy's Expected Result/Impact: Student office referrals decrease, Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans, handouts sent home, parent meetings, Covid Safety Plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. (including Covid plan) Strategy's Expected Result/Impact: Healthy students Staff Responsible for Monitoring: Coordinated School Health Team Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (Including Covid plan) Strategy's Expected Result/Impact: Healthy students and staff Staff Responsible for Monitoring: Campus Administrators Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Finding out if our initiatives are effective, Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Completing the state initiative to allow parents information of their child's fitness. Staff Responsible for Monitoring: PE Teachers Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health Strategy's Expected Result/Impact: Knowledgeable parents Staff Responsible for Monitoring: Health Committee Additional Targeted Support Strategy | Formative | | |
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





Goal 1: We will ensure rigorous and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Laws and procedures will be followed to educate students with special needs and meet state requirements for Special Education.

Targeted or ESF High Priority

Evaluation Data Sources: Ard paperwork, Esped documentation, Contingency Plan

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ards will be conducted within the correct time frame. (zoom) Strategy's Expected Result/Impact: Following the law Staff Responsible for Monitoring: Administrator LSSP Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Evaluations will be done in a timely manner. Strategy's Expected Result/Impact: Following the law. Staff Responsible for Monitoring: Lssp Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: FIE's will be followed by teachers and all staff. Strategy's Expected Result/Impact: following the law Staff Responsible for Monitoring: administrators, teachers, lssp Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: materials - 199 - General Fund | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Targeted or ESF High Priority

Evaluation Data Sources: College week, lesson plans

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Students will participate in College Week. Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Students will be familiar with colleges across the state. Staff Responsible for Monitoring: Campus administrators, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Teacher walkthroughs, Technology support

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Increased student engagement and planning for the future. Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Counselor, Teachers. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Successful Career Day. Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will utilize software programs with their classes to increase technology skills as well as learning. Strategy's Expected Result/Impact: Differentiated instruction Staff Responsible for Monitoring: Teacher, Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Technology liason will provide monthly technology training for staff. Strategy's Expected Result/Impact: Trained staff Staff Responsible for Monitoring: Technology Liasion and Campus Administrator Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Walkthroughs, TTESS

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. (zoom) Strategy's Expected Result/Impact: Strong teams and high morale Staff Responsible for Monitoring: Team leaders, Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. (zoom) Strategy's Expected Result/Impact: New personnel will be well trained. Staff Responsible for Monitoring: Teachers , Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Leaders Staff Responsible for Monitoring: Administration, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional , administrative and support staff. (zoom) Strategy's Expected Result/Impact: Meeting needs Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. Strategy's Expected Result/Impact: Growing teachers Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







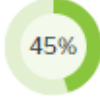


Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.














Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners i their children's education. (zoom, drive by, etc.)

Targeted or ESF High Priority

Evaluation Data Sources: Sign in sheets for parent involvement.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component education component in orientation programs. Strategy's Expected Result/Impact: A strong school family culture. Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1 - Additional Targeted Support Strategy Funding Sources: Parent Involvement - 211 - Title 1 A - Economically Disadvantaged Study - \$2,145.31 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Knowledgeable parents Staff Responsible for Monitoring: Campus Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional interventions. Strategy's Expected Result/Impact: Parents will learn how to help their child at home. Staff Responsible for Monitoring: Campus Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 3.1 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Reading at home improves Staff Responsible for Monitoring: Campus Administrators, Librarian, teacher Schoolwide and Targeted Assisted Title I Elements: 3.1 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on website. Strategy's Expected Result/Impact: Resources for parents Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 3.1 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and /or content specific meetings to share expectations, strategies, Title 1 information and test results. Strategy's Expected Result/Impact: informative parents Staff Responsible for Monitoring: Teacher, administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: increased activities

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: increase in volunteers Staff Responsible for Monitoring: counselor administrators Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school. (student council, Grizzlies, Choir, running club, chess club) Strategy's Expected Result/Impact: student involvement Staff Responsible for Monitoring: Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service. Strategy's Expected Result/Impact: Attendance, Behavior, Academics , Paw Rewards Staff Responsible for Monitoring: Counselor, Teachers, Admin Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.











Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral / safety initiatives. (including covid plans)

Targeted or ESF High Priority

Evaluation Data Sources: Drills, Safe and Civil, Conscious Discipline

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. (including covid plan) Strategy's Expected Result/Impact: Knowledgeable staff Staff Responsible for Monitoring: Counselor, Teachers, nurse, Admin Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy Funding Sources: Parent education - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in Behavior Management. (Bullying/Gang Awareness/ breathing techniques) Strategy's Expected Result/Impact: Knowledgeable staff Staff Responsible for Monitoring: Counselor, teachers, admin Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. Strategy's Expected Result/Impact: knowledgeable staff Staff Responsible for Monitoring: Counselor, teachers, admin Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Support Staff Responsible for Monitoring: Counselor, teachers, admin Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Support Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Retain a 96% attendance rate by utilizing incentives. (virtual and face 2 face) (Jump for George, Paw rewards, certificates) Strategy's Expected Result/Impact: Students will be motivated to come to school. Staff Responsible for Monitoring: Attendance Clerk, Teachers, Admin. Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Follow all CDC/ District Policies and Guidelines to keep our students and staff safe and well during Covid-19. Strategy's Expected Result/Impact: Students and Staff members stay well and do not contract the virus. Staff Responsible for Monitoring: Administrators, Teachers, Custodians | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation. (including covid plans)

Evaluation Data Sources: Provide training to campus Medical Emergency Response Teams (Mert) by incorporating Stop the Bleed.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (Mert) by incorporating Stop the Bleed. Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for employees to be trained in personal safety. (including covid plan) Strategy's Expected Result/Impact: Participation Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend the district ALICE training. Strategy's Expected Result/Impact: Participation Staff Responsible for Monitoring: admin Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operations Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Participation Staff Responsible for Monitoring: admin Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|-----|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Staff Responsible for Monitoring: teachers, admin | Formative | | |
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|---------------------------------------------------------------------------------------------------------------------------|--|-----------------|-----------------|-----------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.5 | | <div>100%</div> | <div>100%</div> | <div>100%</div> |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

Pasadena Independent School District
Guidance Center
2020-2021 Formative Review

Mission Statement

The Guidance Center is an off-campus independent study center providing students with strategies and knowledge to allow them to be successful academically and behaviorally when they return to their home campuses.

Vision

Collaboration is paramount for students to achieve.

Building strong relationships is the key to successful teaching.

High expectations will drive our process with students.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.









Performance Objective 1: Students will receive support in literacy.

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Reinforce STAAR objectives and strategies. Strategy's Expected Result/Impact: Assistant Principal Monitor Staff Responsible for Monitoring: Teachers and Assistant Principal Funding Sources: - State Compensatory Funds | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will read recently published works relevant to content subject areas Strategy's Expected Result/Impact: Walk-throughs Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 4) Students are able to read top notch literature from the teacher's classroom library when finished with classwork. Strategy's Expected Result/Impact: Walk-throughs and student reading logs Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 4: All staff utilize research based strategies to support student instructional needs and enhance learning. Strategy's Expected Result/Impact: Walk-throughs Staff Responsible for Monitoring: Teachers and Assistant Principal Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All staff utilize research based strategies to support student instructional needs and enhance learning. Strategy's Expected Result/Impact: Walk-throughs Staff Responsible for Monitoring: Teachers and Assistant Principal Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - State Compensatory Funds | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.






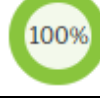




Performance Objective 2: The needs of special population students will be met.

Evaluation Data Sources: Eduphoria Walk-Through Analysis Daily Roster

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: ARD packets and 504 accommodations will be required from home campuses and provided to Guidance Center teachers through E-sped. Strategy's Expected Result/Impact: Sign-off log monitored by SpEd staff Staff Responsible for Monitoring: Lead Special Education Teacher | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Modifications will be implemented effectively in inclusive and special education classrooms. Strategy's Expected Result/Impact: Monitor, Walkthroughs Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Accommodations will be made for ESL/LEP students. Strategy's Expected Result/Impact: Walkthroughs, Monitor Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students with disabilities will have access to campus facilities Strategy's Expected Result/Impact: Compliance records from TEA Staff Responsible for Monitoring: Assistant Principal | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |











Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Instruction in social skills appropriate to achieving success in real-world situations will be emphasized.

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: All staff will implement the Safe and Civil guidelines Strategy's Expected Result/Impact: Published S and C guidelines, observation Staff Responsible for Monitoring: Teachers, Counselor, Assistant Principal | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Social skills lessons will be taught five times weekly to students in grades 5-8 (i.e. following instructions, accepting "No" for an answer, talking with others, introducing yourself, accepting criticism or a consequence, disagreeing appropriately, showing respect, exhibiting sensitivity to others) Strategy's Expected Result/Impact: Walkthroughs, Monthly lesson calendar Staff Responsible for Monitoring: 5-8 teachers, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 3)All staff will implement the framework of CHAMPS in their classrooms. Strategy's Expected Result/Impact: Walkthroughs and T-TESS Observation data Staff Responsible for Monitoring: Teachers, Instructional Support Staff, Counselor, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |









Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Positive social skills, character education, and career awareness will be addressed and reinforced.

Evaluation Data Sources: Eduphoria, walkthrough analysis, Counselor log

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: The counselor will engage students in individual counseling sessions. Strategy's Expected Result/Impact: Counselor Records Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Character Education Lessons/activities will be taught 5 times weekly to students in grades 5 - 8 (i. e. Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship, 3 R's of Growing Up, Values, Self-esteem, Setting Goals, Dealing with Pressure, Handling Emotions, Conflict, Saying "No" to Drugs/Alcohol, Friendship, Getting Along with Parents, and Respecting Others.) Strategy's Expected Result/Impact: Monthly Lesson Calendar, Walkthroughs. Staff Responsible for Monitoring: 5 - 8 Concepts Teacher, Assistant Principal, Counselor | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.







Performance Objective 5: The job-related issues of students which affect successful progress at school will be addressed.

Evaluation Data Sources: Attendance Records, Counselor Log

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: The counselor will engage students in individual counseling. Strategy's Expected Result/Impact: Counselor Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Flexible scheduling will be provided for students as needed. Strategy's Expected Result/Impact: Student Schedule Staff Responsible for Monitoring: GC Liaison | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student.









Performance Objective 6: The physical and emotional needs of the students will be addressed.

Evaluation Data Sources: Counselor Log

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Researched based presentations created by GC teacher PLC's will be utilized to enhance student understanding about Alcohol/Drugs, Peer Pressure, Self-esteem, and/or Lack of Respect. These presentations will be done in small group settings. Strategy's Expected Result/Impact: Presentations, Meeting Notes, Staff Sign-In Sheets and Student Sign-In Sheets. Staff Responsible for Monitoring: Assistant Principal, Teacher PLC's | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The counselor will assist students with immediate needs. Strategy's Expected Result/Impact: Counselor Records Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 3: The counselor will coordinate with the GC Liaison to assist students and /or families in need of long-term assistance. Strategy's Expected Result/Impact: Counselor Records, Staff Responsible for Monitoring: Counselor, GC Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The counselor will coordinate with the GC Liaison to implement the intervention (RTI) for students who demonstrate persistent work avoidance behaviors (i.e. refusal to complete assignments, sleeping, etc.) Strategy's Expected Result/Impact: Work Refusal Intervention Form, Counselor Records Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselor, GC Liaison | Formative | | |
| | Mar | June | Aug |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.











Performance Objective 1: Procedures and processes are in place so that all students are successful.









Evaluation Data Sources: Reduction in Discipline Referrals

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Enrichment through computer use Strategy's Expected Result/Impact: Computer Use records Staff Responsible for Monitoring: Teachers, Technology Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 2: Follow discipline management plan Strategy's Expected Result/Impact: Referrals, Skyward Data Staff Responsible for Monitoring: Teachers, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Administrative team meetings held as needed. Strategy's Expected Result/Impact: Minutes from meetings Staff Responsible for Monitoring: Assistant Principal, Counselor, Guidance Center Liaison | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Student orientation- video presentation Strategy's Expected Result/Impact: Student Surveys Staff Responsible for Monitoring: Teachers, Technology Liaison | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Departmental planning Strategy's Expected Result/Impact: Minutes from Department Meetings Staff Responsible for Monitoring: Teachers, Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Staff Surveys Strategy's Expected Result/Impact: Results for surveys published and shared Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |

| Strategy 7 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 7: Continued Implementation of Safe and Civil School and CHAMPS Strategy's Expected Result/Impact: Discipline Referrals and records Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: The counselor will coordinate with the GC Liaison to implement the intervention (RTI) for students who demonstrate persistent work avoidance behaviors (e.i., refusal to complete assignments, sleeping, etc.) Strategy's Expected Result/Impact: Work Refusal Intervention Form, Counselor Records Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselor, GC Liaison Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Staff is provided on-going staff development activities that specifically meet the needs of at-risk students attending our campus.

Evaluation Data Sources: Eduphoria Record of Staff Development



Teacher Retention Records







T-TESS Records





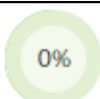
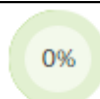
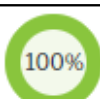
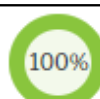

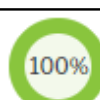
Staff Survey Analysis











Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Campus Procedures and Policies Strategy's Expected Result/Impact: Safety Records, Discipline Records Staff Responsible for Monitoring: Assistant Principal, Teachers, Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |

| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 2: Safe and Civil Schools Guidelines Strategy's Expected Result/Impact: Publication of Guidelines Surveys Staff Responsible for Monitoring: Teachers, Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: CPI training Strategy's Expected Result/Impact: Certificates, Eduphoria Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| | | | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: New Teacher Orientation Strategy's Expected Result/Impact: Sign in sheets, new teacher survey Staff Responsible for Monitoring: Assistant Principal, Guidance Center Liaison | Formative | | |
| | Mar | June | Aug |
| | | | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Effective teaching practices Strategy's Expected Result/Impact: Certificates, Eduphoria Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Off-site staff development as needed Strategy's Expected Result/Impact: Sign in sheets, surveys Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 7: Attend district Focus meetings to be aware of campus and student needs. Strategy's Expected Result/Impact: Registration records, sign in sheets, Eduphoria Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Bully Awareness Strategy's Expected Result/Impact: Reduction in Bullying Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Professional Learning Community (PLC) Training Strategy's Expected Result/Impact: Sign-in Sheets, Research Project, Eduphoria Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: GC Intervention Strategy's Expected Result/Impact: Sign-in Sheets, Work Avoidance Intervention Forms/Discipline Referrals for 'Refusing to Work' or 'Sleeping'. Staff Responsible for Monitoring: Assistant Principal and Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: District Focus Trainings Strategy's Expected Result/Impact: Eduphoria Records Staff Responsible for Monitoring: Teachers, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 12: Digital Resource Training Strategy's Expected Result/Impact: Eduphoria Certificates Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Working with ELL Students Strategy's Expected Result/Impact: Eduphoria Certificates Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Science Resource Review Strategy's Expected Result/Impact: Eduphoria Certificates Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |











Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.









Performance Objective 1: The physical and emotional needs of the students will be addressed

Evaluation Data Sources: Attendance Phone Records
 Counselor Phone Logs
 Administrative Parental Contact Logs

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: The professional staff/counselor will meet with students in need of long-term assistance to involve parents and home school campuses. Strategy's Expected Result/Impact: Parent Survey, Home School Survey Staff Responsible for Monitoring: Professional staff/Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The professional staff/counselor will assist students with immediate needs. Strategy's Expected Result/Impact: Professional Staff/ Counselor Records Staff Responsible for Monitoring: Professional Staff/Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parents of students who are absent will be notified. Strategy's Expected Result/Impact: Phone Records and Remind Staff Responsible for Monitoring: Attendance Clerk | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Resource/educational materials will be made available to parents on campus and via the Guidance Center web site. Strategy's Expected Result/Impact: Phone/Email Records Home campus surveys Staff Responsible for Monitoring: Counselor, Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Parent/Teacher or Counselor Conferences Strategy's Expected Result/Impact: Record of conference Staff Responsible for Monitoring: Teachers and /or Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |

| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 6: Parent/Administrator Conferences Strategy's Expected Result/Impact: Record of conference Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: An orientation opportunity is made available to parents Strategy's Expected Result/Impact: Record of orientation conference Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.













Performance Objective 2: Students will receive support to complete their home campus assignments.

Evaluation Data Sources: Eduphoria Walkthrough Analysis

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Quality work will be returned to the home campus upon completion of the student's Guidance Center placement. Strategy's Expected Result/Impact: Monitoring by Assistant Principal, Home School Survey Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 2: Teachers will cooperate and communicate with teachers on home campuses. Strategy's Expected Result/Impact: Home School Survey Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Targeted students will receive additional instructional support. Strategy's Expected Result/Impact: Monitoring by Assistant Principal, student survey Staff Responsible for Monitoring: Teachers, Counselor, GC Liaison, Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Home campuses will be notified of student absences Strategy's Expected Result/Impact: Phone/Email records, Home campus surveys Staff Responsible for Monitoring: Attendance Clerk | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The GC intervention process will be utilized for students exhibiting work avoidance behaviors (i.e., refusing to complete assignments, sleeping, etc.) Strategy's Expected Result/Impact: 'Work Avoidance' Referral, Counseling Records, Discipline Referrals for 'Refusing to Work' or 'Sleeping' Staff Responsible for Monitoring: Teachers, Counselor, GC Liaison, Principal, Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |













Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: The transition of students to and from the Guidance Center will be facilitated.

Evaluation Data Sources: Student Survey Analysis

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: Orientation will be provided to each student on his/her first day at Guidance Center Strategy's Expected Result/Impact: Student Survey Analysis Staff Responsible for Monitoring: Counselor, Teachers, Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will be asked to complete a Counselor Survey during orientation. Strategy's Expected Result/Impact: Student Surveys Staff Responsible for Monitoring: 1st Period Teachers, Counselor and Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will meet with a counselor or professional staff member as requested. Strategy's Expected Result/Impact: Counselor or Administrator Staff Responsible for Monitoring: Counselor/Administrator | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Counselor/Administrator at home campuses will be contacted with areas of concern. Strategy's Expected Result/Impact: Counselor/Administrator Records Staff Responsible for Monitoring: Counselor, Assistant Principal, Teachers | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Safe guards will be in place to ensure the safety of Students and Staff of GC.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Staff members will wear district ID badges at all times Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will go through metal detectors and have their belongings checked upon entering the building. Staff Responsible for Monitoring: Assistant Principal and morning duty personnel. | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All outside doors will remain locked at all times. Staff Responsible for Monitoring: Custodians, Assistant Principal, Secretary | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be escorted to first period by their homeroom teacher. Staff Responsible for Monitoring: Teachers and Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Staff stand in the halls during class change to ensure all students safely arrive at their classes. Staff Responsible for Monitoring: Staff members and Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 6: Students will be escorted by a staff member if transitioning during non class time changes. Staff Responsible for Monitoring: Staff and Assistant Principal | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Citizenship will be incorporated in the GC experience.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Characteristics of Citizenship are taught during Character Education lessons everyday in grades 5 - 8. Staff Responsible for Monitoring: Elective Teacher 5 - 8, Assistant Principal and Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Counselor will meet individually with each student on the student's first GC placement...citizen topics will be included in the discussion with the student. Staff Responsible for Monitoring: Counselor and Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Characteristics of Citizenship are taught during elective classes for students in grades 9 - 12. Staff Responsible for Monitoring: Electives Teacher , Counselor, Assistant Principal | Formative | | |
| | Mar | June | Aug |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|--|
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Students will receive educational, social, emotional and physical well-being support.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue







| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Counselor will meet with each student individually during each GC placement. Staff Responsible for Monitoring: Counselor and Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students have a short break 4 of the 5 class periods each day where students are offered the opportunity to walk the halls, go to the restroom and get a drink of water. Staff Responsible for Monitoring: Teachers, Instructional Support Staff and Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All Faculty and staff will assist in supporting the social, emotional, and physical needs of students to ensure academic success for all. Staff Responsible for Monitoring: All personnel Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: Staff members are provided frequent, short breaks through out the day.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Paraprofessional staff members will relieve teachers during the school day for one 15 minute break. Staff Responsible for Monitoring: Teachers, Paraprofessionals and Assistant Principal. | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.











Performance Objective 1: Students are exposed to technology in the classroom

Evaluation Data Sources: Eduphoria Walk-Through Analysis

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: ACTIVboard Strategy's Expected Result/Impact: Walkthroughs Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Edgenuity, Google Classroom, Schoology, etc. Strategy's Expected Result/Impact: Walkthroughs, Student Success on Test Staff Responsible for Monitoring: Assistant Principal and Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: PISD Library Strategy's Expected Result/Impact: Walkthroughs, Staff Responsible for Monitoring: Assistant Principal and Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Various web-based instructional sites (i.e., Brainpop, Channel One, United Streaming, Chronicle in Education) Strategy's Expected Result/Impact: Walkthroughs Staff Responsible for Monitoring: Assistant Principal and Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Hancock Elementary

2020-2021 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Thomas Hancock Elementary School is to

empower all students

to achieve their **personal best** through

innovative, collaborative and integrated learning experiences and to have the **courage to explore the possibilities.**

Vision

By embracing **innovative** and **traditional learning**, our students will have success today and be prepared for tomorrow.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.













Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs and using the coaching model. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Administrators and Inst. Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades Pk to 4.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation Staff Responsible for Monitoring: Administrators, Inst, Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: BFU - 199 - General Fund - 199 - \$31,406, Overtime - 199 - General Fund - \$892, Fixed - 199 - General Fund - \$1,753 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. [1.1.7] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title I - PF - 211 - Title 1 A - Economically Disadvantaged Study - 211 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Administrator, Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| | | | |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| | | | |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Inst. Coaches, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. [1.4.4] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Content area and grade level PLC schedule Staff Responsible for Monitoring: Administrators, Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans, Walkthrough data Staff Responsible for Monitoring: Teachers, Inst. Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title 1 Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$13,187.59 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Inst. Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. [1.8.2] [1.9.3] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







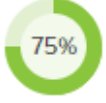


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. [PBM] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators, Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]- (ATS- ALL, AA, H) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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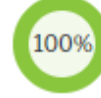
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Data Talk Agendas, Walkthrough reports Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Establish and support campus PLCs. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Scheduled with teams and PFs Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1](ATS- ALL, AA, H) Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance. (ATS- ALL, AA, H) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Accelerated Reader. (ATS- ALL, AA, H) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: LLI, Istation reports, WRAP assessment reports, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development about reading strategies. [PBM] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Inst Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedure. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: GT - 199 - General Fund - \$1,394 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Class rosters and pull out teams Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Pull out teams and student work Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Promote participation in the Duke Talent Search program in fourth grade. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Number of participation in Duke Talent Search Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

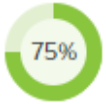









Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus Leadership Team will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Intervention reports, grade reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at risk learner. (ATS- ALL, AA, H) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments, provide instructional interventions for early identification of individuals who might be at-risk of not mastering TEKS. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, LLI, Istation reports, Grade reports Staff Responsible for Monitoring: Inst. Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: At-Risk (24) - 199 - General Fund - \$1,727, - State Compensatory Funds - 199 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Extended Day/Year LLI reports and Istation reports Staff Responsible for Monitoring: Administrators, Inst. Coaches, Teachers, After School Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Extended Day - Extended Day/Tutorial - \$3,900, Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$26,273.53 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional and individualized support to parents of at risk students. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Parent Coordinator (Title 1) - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$21,492.93 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Aware reports, RTI Reports, Grade reports Staff Responsible for Monitoring: Campus Admin, Inst. Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 7: All staff will assist non-English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. [PBM] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - \$606.65 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM] (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Bilingual/ESL - 199 - General Fund - 199 - \$2,859 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plans, including safety drills. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Character Education programs.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Administrators, Counselors, Intervention Team, LSSP, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

















Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health at each campus (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 - Additional Targeted Support Strategy | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, Intervention reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans, Grades reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district wide grade and/or content appropriate retest standards. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Weekly lesson plans, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Dyslexia Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administrators, nurse, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.













Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data











Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician, Special Education Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed withing the required time-lines. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for specials education evaluation. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring. CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: STAAR and STAAR ALT participation requirement forms Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Special Ed (PGM23) - 199 - General Fund - \$797 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special education teachers are included in straining given in the area of dyslexia and related disorders. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District personnel programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Inst Coaches, Teachers, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom." (ATS- ALL, AA, H) Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Teacher T-TESS, teacher and campus lesson plans Staff Responsible for Monitoring: Administrators, technology liaison, Inst. Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Inventory reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting College Week. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. [3.2.9](ATS- ALL, AA, H) Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide students with real world experiences that explore a wide range of careers. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.














Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide team building opportunities to increase skills in building relationships.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mentors and staff development opportunities to new personnel. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1](ATS- ALL, AA, H) Strategy's Expected Result/Impact: Lesson plans, Walkthroughs Staff Responsible for Monitoring: Administrators, Inst. Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
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Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.








Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

Next Year's Recommendation: continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Include parent education component in orientation programs.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education at all campuses on various topics. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Inst. Coaches, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on their website.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Technology Liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title 1 information and TAPR data. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Teachers Sign in Sheets, Agendas Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - Additional Targeted Support Strategy Funding Sources: Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$2,327.22 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Promote student/parent/business involvement through volunteerism.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, Safety Patrol, etc.).(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organization rosters Staff Responsible for Monitoring: Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Implement campus spotlight and/or awards for exceptional service (ie teacher of the year, para of the year, volunteer of the year, etc) Strategy's Expected Result/Impact: awards and ceremonies Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.














Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide or coordinate training in mental health, trauma informed care and kinesthetic learning. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Administrators, counselors, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management (MERT) by incorporating Stop the Bleed.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign in sheets Staff Responsible for Monitoring: Administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend ALICE training. (ATS- ALL, AA, H) Strategy's Expected Result/Impact: training logs Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Effective drill implementation an development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselor and nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities.(ATS- ALL, AA, H) Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Administrators, counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 4: Implement Communities In Schools to distribute service and enrollment for students in need of behavior, emotional and attendance issues.

Evaluation Data Sources: Recruit students in need of assistance and implement Cis.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Service students in need of behavior, emotional and attendance concerns. Strategy's Expected Result/Impact: Participation for students. Staff Responsible for Monitoring: CIS, Teachers, Administrators, Counselor Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Jackson Intermediate

2020-2021 Formative Review



Mission Statement

James Andrew Jackson Intermediate is dedicated to providing each student the opportunity to receive a well-rounded, quality education in a safe, caring environment. Jackson is committed to developing a partnership with families and community members in order to promote successful, life-long learners.

Vision

1. Self -worth will be promoted through recognition of student achievement.
2. Students will master skills required for their next level of learning.
3. Each student will develop a sense of dignity and value for all cultures.
4. We anticipate involvement of parents.
5. Students will contribute to a safe environment.
6. Critical thinking skills will be developed.
7. Every person is entitled to respect from others.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Maintain support of ancillary services through regular recognition

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Include all ancillary services in staff appreciation events Strategy's Expected Result/Impact: Positive moral Staff Responsible for Monitoring: Administrative Leadership Team ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 1: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Evaluate current systems for ancillary programs to maximize efficiency

Evaluation Data Sources: Food service records, transportation data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Alter pick up and drop off areas on campus to maximize efficiency Strategy's Expected Result/Impact: Smoother transition at drop off and pick up Staff Responsible for Monitoring: Administrative Leadership team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Coordinate with food service personnel to maximize lunch and breakfast traffic for both staff and students Strategy's Expected Result/Impact: increased revenue in the food service department Staff Responsible for Monitoring: Administrative Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 3: Maintain quality customer service from all departments

Evaluation Data Sources: Parent/community feedback survey

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Set expectations for interactions with parents Strategy's Expected Result/Impact: positive culture and quality customer service Staff Responsible for Monitoring: Administrative Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide quality training to all departments regarding customer service Strategy's Expected Result/Impact: Well-trained staff versed in customer service needs and expectations Staff Responsible for Monitoring: Administrative Leadership Team ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



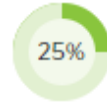




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Post-Secondary: Give students opportunities to explore colleges and programs of study.

Evaluation Data Sources: Course selection

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: College Week Strategy's Expected Result/Impact: Students can compare and contrast the differences between: Colleges & Universities Public & Private Universities Various degrees, B.A., B.S, M.S., PhD, etc. Students will view presentations throughout College Week. This includes exhibiting current teachers' past universities and degrees. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Academic Pep Rallies Strategy's Expected Result/Impact: Students will be able to identify different colleges, universities and their programs of study. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: College Door Decorating Contest Strategy's Expected Result/Impact: Homeroom teachers select a college/university and encourage students to research specific data regarding the selected school. Students display the results on their classroom door. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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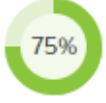


| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: College Application Essay Writing Strategy's Expected Result/Impact: Counselors partner up with the ELAR department and give students an opportunity to write an essay based on a college application prompt. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: High School - Students learn the opportunities and Career programs available to them in Pasadena ISD and beyond.

Evaluation Data Sources: Course selection

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: CTHS/Early College - Exploration Strategy's Expected Result/Impact: Students learn the differences between all high school programs and pathways so that they are able to make an informed decision on what educational program best fits their college/career goals. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Power of Choice - Celebration Day Strategy's Expected Result/Impact: Students will share with teacher, staff and student body their high school program selection. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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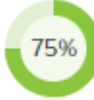









| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Albemarle - Mentorship Program Strategy's Expected Result/Impact: Students will be assigned a mentor and learn more about careers in Science, Technology, Engineering & Math fields. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Kuder Testing Strategy's Expected Result/Impact: Students have an idea of what careers match with their current interests. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: Provide one to one direct counseling for students experiencing a myriad of emotional and social needs.

Summative Evaluation: Exceeded Objective





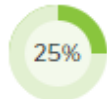
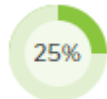




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Direct counseling sessions with students on a scheduled and walk-in basis. Strategy's Expected Result/Impact: Students will be able to express their social/emotional needs and circumstances while working with the counselor to explore methods to self-direct problem-solving skills along with socially and emotionally acceptable decision-making skills Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Actively monitor and assign weekly meetings with students who need more consistent monitoring and guided interactions. Strategy's Expected Result/Impact: Students who are scheduled on a weekly basis will intentionally work on skills that they show difficulty in managing after a few individual sessions. These ongoing sessions will be more intensive and more focused to ensure growth and understanding of how to best navigate social/emotional well-being moving forward in their lives. Staff Responsible for Monitoring: Counseling staff Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Jackson Website Counseling Page Strategy's Expected Result/Impact: Students will be able to access the Jackson website for additional resources in reference to social and emotional well-being; along with being able to access other methods of communicating with the counselor as a virtual or face-to-face learner. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Counselor Request Google Form: Zoom Counseling Sessions Strategy's Expected Result/Impact: Students will be able to fill out a Counselor Referral form via the Jackson Website so that an appointment can be requested at any time regardless of their chosen learning format. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 4: Provide weekly guidance lessons that address social and emotional needs for our students in the world around them.

Summative Evaluation: No progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: WNN Broadcast Strategy's Expected Result/Impact: Students will be informed, updated, and educated on social/emotional issues and skills that are essential during the Jr. High formative years. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monthly Guidance Lessons Strategy's Expected Result/Impact: Students will be guided in a lesson given by the counselor in which social and emotional skills are focused on which will allow the students to begin applying them to their everyday lives. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 5: Complete the CREST application: Counselors Reinforcing Excellence in Texas.

Evaluation Data Sources: CREST award

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Highlight Counseling Center success through data and alignment with a campus improvement plan. Strategy's Expected Result/Impact: Showing the consistency and need that our students utilize the many facets of our Counseling Center throughout the year both emotionally and socially for support and overall coping skills. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Advocate for school counseling program and document how it supports student success. Strategy's Expected Result/Impact: To help enlighten and educate all stakeholders concerning the need and the importance that school counseling affords for our students, our staff, and our community. Staff Responsible for Monitoring: Counseling Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Implement a comprehensive interview process for hiring new personnel

Evaluation Data Sources: quality recruitment data

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Train staff members to conduct appropriate, quality interviews of potential candidates Strategy's Expected Result/Impact: The hiring of quality personnel that fit into the current structure of the existing teams Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Increase teacher retention by 5%

Evaluation Data Sources: Teacher retention data

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide quality mentoring to all new staff members Strategy's Expected Result/Impact: Increased retention rate Staff Responsible for Monitoring: Campus Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide ongoing professional develop to allow teachers to be up-to-date with the most current practices Strategy's Expected Result/Impact: Highly qualified instructional personnel Staff Responsible for Monitoring: Administrative Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Training materials/registration fees - 211 - Title 1 A - Economically Disadvantaged Study - \$1,078.82 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: Increase parental involvement at Jackson Intermediate

Evaluation Data Sources: Parent volunteers





Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing parent meetings (Campus Connection Series) weekly to provide information to parents that is beneficial to the learning environment and to encourage participation. Staff Responsible for Monitoring: Administrative Leadership Team Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Instructional and promotional materials for Parent involvement - 211 - Title 1 A - Economically Disadvantaged Study - \$3,719.79 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Build quality partnerships with local businesses and community members

Summative Evaluation: No progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|-----|
| Strategy 1: Canvas our community with flyers and information about our campus to encourage and welcome partnerships Strategy's Expected Result/Impact: A rich community partnership that benefits all members of the school environment Staff Responsible for Monitoring: Administrative Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Formative | | |
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| | ✗ | ✗ | ✗ |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: Build a communication platform that allows all stakeholders to stay informed and connected to the campus

Evaluation Data Sources: Social media followers and analytics tracking to website



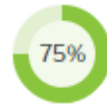
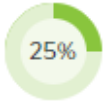
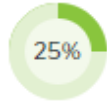
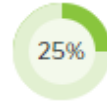




Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create campus website and maintain with most current campus information Strategy's Expected Result/Impact: Increased communication Staff Responsible for Monitoring: Administrative Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Provide regular training and updates to our campus safety plan.

Summative Evaluation: Some progress made toward meeting Objective

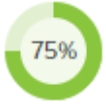


| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide ALICE training and refresher training to all staff members Strategy's Expected Result/Impact: 100% trained staff Staff Responsible for Monitoring: MERT team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Schedule regular MERT team meetings to maintain communication Strategy's Expected Result/Impact: 100% staff are informed of changes and updates to safety on a regular basis Staff Responsible for Monitoring: MERT team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



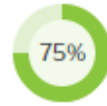




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Provide regular recognition and support for staff members

Evaluation Data Sources: Professional development and recognition awards

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teacher appreciation weeks Strategy's Expected Result/Impact: Staff Morale is positive Staff Responsible for Monitoring: Administrative Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide leadership opportunities to interested staff members Strategy's Expected Result/Impact: Increased leadership capacity for staff Staff Responsible for Monitoring: Administrative Leadership Team TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Social Studies: We will close the performance gap between ELLs and ALL students taking the US History STAAR by 5% and 80% of EL students will be on track in Texas History at the end of each grading period.

Evaluation Data Sources: STAAR, Summit Learning platform data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Each teacher chooses the smaller of ~10 or 5% of their EL students needing content specific interventions Strategy's Expected Result/Impact: At least 80% of level three and level five EL students will be on track with Power Focus Areas and cognitive skills every six weeks At least 80% of Level one and Level two students will show an increase of 1 rating in Reading, writing, speaking and listening domains Staff Responsible for Monitoring: Social Studies Leadership team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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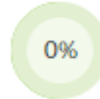
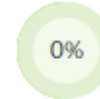




| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Level 1 and Level 2 EL students will receive support in the classroom Strategy's Expected Result/Impact: All level one and level two students will receive support from an ESL teacher during SIOP ELAR Paraprofessionals and peers will assist with language acquisition during Social Studies classes Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide data proven strategies to increase language skills Strategy's Expected Result/Impact: At least 80% of level three and level five EL students will earn a 70 or greater on each six weeks report card At least 80% of level one and level two students will show an increase of 1 rating in Reading, writing, speaking and listening domains Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instruction to create and achieve SMART goals Strategy's Expected Result/Impact: At least 80% of EL students will attend mentoring sessions and create and accomplish SMART Goals Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Social Studies: We will close the performance gap between SpEd and ALL students taking the US History STAAR by 5% and 80% of SpEd students will be on track in Texas History at the end of each grading period.

Evaluation Data Sources: STAAR, Summit Learning Performance data

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide accommodations for special education students based on IEPs. Strategy's Expected Result/Impact: At least 80% of special education students will earn a 70 or greater on each six weeks grades Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide data proven strategies to increase specialized instruction Strategy's Expected Result/Impact: At least 80% of SPED students will earn a 70 or greater each six weeks Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional programs and training - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000 | Formative | | |
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Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Social Studies: We will increase our student performance for Pre AP and Gifted and Talented students at the Meets or Exceeds level on US History STAAR by 10% and 100% will be on track in Texas History at the end of each grading period.

Evaluation Data Sources: STAAR, Summit Learning platform data

Summative Evaluation: Some progress made toward meeting Objective


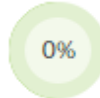

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Identifying cohort of ~15 students needing content specific interventions in order to increase Cognitive Skill levels Strategy's Expected Result/Impact: At least 100% of Pre-AP and GT students will be on track with Power Focus Areas and cognitive skills every six weeks Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide instruction to create and achieve SMART goals Strategy's Expected Result/Impact: At least 95% of Pre AP or GT students will create and achieve SMART Goals Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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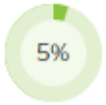

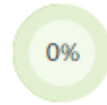
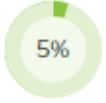






Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Social Studies Goal: 90% of all students will receive credit for their Social Studies course by the end of year.

Evaluation Data Sources: Summit Learning platform data, Skyward Gradebook

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Identifying cohort of ~15 students needing content specific interventions Strategy's Expected Result/Impact: At least 90% of students will earn a 70 or greater on each six weeks Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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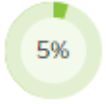


| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide students with a clear description of intended learning outcomes Strategy's Expected Result/Impact: At least 90% of students will be able to articulate the learning target for the day Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parent contact will be made to students at the end of the second and fifth week of the six weeks Strategy's Expected Result/Impact: At least 90% of students will be on track Staff Responsible for Monitoring: Social Studies Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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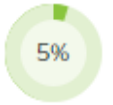

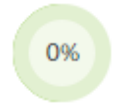
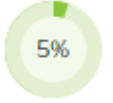









Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Science Goal: 90% of all students will receive credit for their science course by the end of the year.

Evaluation Data Sources: Summit Learning platform data, Skyward Gradebook

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Identifying cohort of ~15 students needing content specific interventions Strategy's Expected Result/Impact: At least 90% of students will earn a 70 or greater on each six weeks Staff Responsible for Monitoring: Science Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional Materials and support - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000 | Formative | | |
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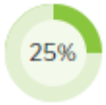

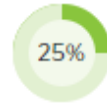







| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide students with a clear description of intended learning outcomes Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day Staff Responsible for Monitoring: Science Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parent phone calls will be made to students at the end of the second and fifth week of the six weeks Strategy's Expected Result/Impact: At least 90% of students will not have zeros in the gradebook Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide accommodations for special education students based on IEPs. Strategy's Expected Result/Impact: At least 90% of special education students will earn a 70 or greater on each six weeks grades Staff Responsible for Monitoring: Science Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: Science Goal: 100% of all PreAP students will receive credit with at least an A average for their science course by the end of the year.

Evaluation Data Sources: Summit Learning Platform, Skyward Gradebook

Summative Evaluation: Some progress made toward meeting Objective

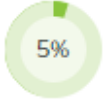


| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Parent phone calls will be made to students at the end of the second and fifth week of the six weeks with a zero in the gradebook. Strategy's Expected Result/Impact: At least 100% of students will not have zeros in the gradebook Staff Responsible for Monitoring: Science Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide daily and weekly reminders of expectations. Strategy's Expected Result/Impact: 100% of all PreAP students will earn a 90 or greater on each six weeks' grades. Staff Responsible for Monitoring: Science Leadership TEam Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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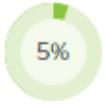


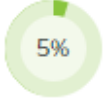


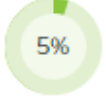






Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: Math: 50% of special education students will meet or exceed the expected growth on Growth MAP Math 6+ for the Winter and Spring administration.

Evaluation Data Sources: MAP data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Reviewing MAP Data Student data/goal tracker in HR mentor check-in Strategy's Expected Result/Impact: 90% of students will review their MAP data with their mentor following each administration Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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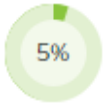


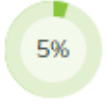


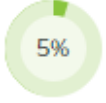
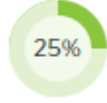





| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Recommend Math elective class. Strategy's Expected Result/Impact: Students in math elective will have an increase in student performance in their regular Math class on the summit platform Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: IM/OUR open up resources in recommended scaffolds of Summit Concept Units Strategy's Expected Result/Impact: Increased student participation and completion of concept unit cool downs. Staff Responsible for Monitoring: Summit Learning platform data Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Data driven small groups Strategy's Expected Result/Impact: Students will have an increase in performance on concept units and power focus areas Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: Math: 50% of LEP students will meet or exceed the expected growth on Growth MAP Math 6+ for the Winter administration.

Evaluation Data Sources: MAP data

Summative Evaluation: Some progress made toward meeting Objective







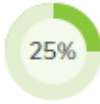






| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Data driven small groups Strategy's Expected Result/Impact: Students will have an increase in performance on concept units and power focus areas Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: IM/OUR resources in recommended scaffolds of Summit Concept Units Strategy's Expected Result/Impact: Increased student participation and completion of concept unit cool downs. Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Language supports for frequently used vocabulary Strategy's Expected Result/Impact: Students will have an increase in performance on concept units and power focus areas Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Math: Increase percent of students meeting/exceeding grade level on 2020-2021 STAAR Mathematics by 5%.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Shift student focus to additional focus areas following the mastery of PFAs Strategy's Expected Result/Impact: 25% of students will master 2-3 additional focus areas by Mock STAAR 25% of students will master 3-4 additional focus areas by STAAR Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Reviewing MAP Data Student data/goal tracker STAAR projections Strategy's Expected Result/Impact: 90% of students will review their MAP data with their mentor following each administration Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use Supplemental resources to practice procedural fluency, Dreambox, Education Galaxy Strategy's Expected Result/Impact: 60% of students enrolled in the math elective course will complete at least 5 Dreambox lessons a week Staff Responsible for Monitoring: Math Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: ELAR: Increase literacy level--40% of students will be at grade level or above by May, 2021

Evaluation Data Sources: Literacy assessment data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use Reading MAP Growth and Literably reading proficiency level in 7th and 8th Grade to measure students reading proficiency progress. Strategy's Expected Result/Impact: Literably data and MAP data Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Reading Intervention for students currently in the Reading Elective Class Strategy's Expected Result/Impact: Students will be expected to improve at least 1 reading proficiency level. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional materials/programs for literacy - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Identify a group of ~15 African American students needing reading intervention in 7th & 8th grade. Strategy's Expected Result/Impact: 50% of African American students will be expected to score approaches on the STAAR test. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide students with a clear description of intended learning outcomes and set goals in ELAR Summit Learning Platform Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Parent phone calls will be made to students at the end of the second and fifth week of the six weeks Strategy's Expected Result/Impact: At least 90% of students will not have zeros in the grade book Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: ELAR: At least 20% of Sp.Ed. students will receive satisfactory scores on standardized tests (STAAR).

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide accommodations for special education students based on IEPs Strategy's Expected Result/Impact: At least 20% of Sp.Ed. students are obtaining mastery of 70% or greater on their PFA content assessments following interventions/accommodations. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use data to drive instructional decisions to pull small groups. Strategy's Expected Result/Impact: Students who participate in data driven small groups will increase scores on tests by at least 10%. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 12: ELAR: At least 32% of LEP students will achieve satisfactory scores on standardized tests (STAAR).

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Identify ELL students levels 3 & 5 needing reading intervention in 7th & 8th Grade. Strategy's Expected Result/Impact: 32% of the students will be expected to score approaches on the STAAR. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional materials and resources for ELL students - 263 - Title III A - Bilingual Education, Language - \$2,239 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with a clear description of intended learning outcomes and set goals in ELAR in the Summit Learning Platform Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide students with ESL & SIOP strategies intended to support their language acquisition and academic language. Strategy's Expected Result/Impact: At least 32% of the students will score approaches on the STAAR. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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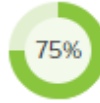





| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Parent phone calls will be made to students at the end of the second and fifth week of the six weeks Strategy's Expected Result/Impact: At least 90% of students will not have zeros in the grade book Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: ELAR: At least 30% of students will show an increase in proficiency levels on TELPAS 2020-2021

Evaluation Data Sources: TELPAS scores

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with a clear description of intended learning outcomes and set goals in ELAR in the Summit Learning Platform Strategy's Expected Result/Impact: At least 90% of students will be able to articulate learning target for the day Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with ESL & SIOP strategies intended to support their language acquisition and academic language. Strategy's Expected Result/Impact: At least 30% of the students will increase their TELPAS composite rating one proficiency level or higher. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 14: ELAR: Increase amount of students achieving meets/masters on STAAR test by 5%.

Evaluation Data Sources: STAAR

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Review MAP Data with students and set purposeful goals to achieve higher scores on STAAR test Strategy's Expected Result/Impact: Goal setting sheets will be used for MAP and STAAR to prioritize achievement goals which will result in a greater increase in students obtaining meets and masters on STAAR. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional support - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with GT and Pre-AP extensions and enrichment activities to improve their STAAR & PSAT scores. Strategy's Expected Result/Impact: Increase 5% the amount of students achieving meets and masters scores on the STAAR and Improve scores on the PSAT test. Staff Responsible for Monitoring: ELAR Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Jensen Elementary

2020-2021 Formative Review



Mission Statement

As members of the Jensen Elementary School family, our mission is to create responsible productive citizens with a collaborative environment of high expectations.

Vision

We believe that...

A Supreme Being exists and everyone has the right to make religious and/or spiritual choices. We will honor our country, our freedom and all those who protect and defend our constitutional rights. Family and community profoundly influence decisions individuals make. Everyone has purpose, worth, and dignity with immeasurable potential. Connecting with others and building positive, meaning relationships is essential. Learning is instinctive, lifelong, and unique to the individual. Communication is pervasive, essential, ever-present, and multidimensional. We must provide a safe physical, emotional, and social environment to enhance the ability to learn. Diversity adds value to all areas of life. Change is inevitable for growth and success. Each person is responsible and accountable for the choices he or she makes. We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: During this school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average

Evaluation Data Sources: Walkthrough documentation, lesson plans, curriculum meetings, campus and district staff development logs and agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement and monitor the district scope and sequence for all courses in grades PK to 4 Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation, Student expectations posted Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, team leaders, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 199 - General Fund - \$50,798 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development to ensure consistent implementation of curriculum and rigor and relevance standards Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement gradual release model for lesson design and delivery Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Literacy Cohort, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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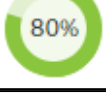
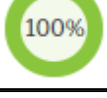
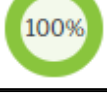
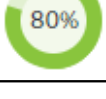
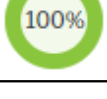
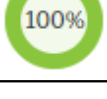




| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Use on-line databases, eBooks, books, and other resources for teaching specific TEKS. Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, and use of leveled readers for guided reading. Strategy's Expected Result/Impact: Sign In sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, aides, district, focus trainings Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Create master schedules that will provide common planning time for teams of teachers. Strategy's Expected Result/Impact: Schedules Staff Responsible for Monitoring: Campus Administrators, Ancillary Teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: Performance Objective 2: During this school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Summative Evaluation: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: Teachers AWARE reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports, Spreadsheets, TELPAS Staff Responsible for Monitoring: Campus Administrators, District Personnel | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for regular education teachers on the intervention and special education referral and 504 process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, DAIT, Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, District | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use data disaggregation to drive instruction Strategy's Expected Result/Impact: STAAR Reports/ Isatation Reports and AWARE, Gradespeed Staff Responsible for Monitoring: PFs and teachers, Administrators, District | Formative | | |
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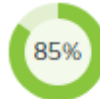




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: During this school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, Intervention reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Teachers Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: Gradespeed reports, report cards Staff Responsible for Monitoring: Teachers, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Teachers Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Teachers Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention Team reports, Gradespeed reports Staff Responsible for Monitoring: Teachers, Peer Facilitators, DAIT | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






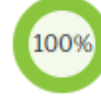







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: During this school year, we will provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Summative Evaluation: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives and TEKS. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators and PFs District | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets, gradebook Staff Responsible for Monitoring: focus training - District | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Establish and support campus curriculum planning meetings or sharing. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators , teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Coaching teachers to ensure a high quality delivery of curriculum. - 211 - Title 1 A - Economically Disadvantaged Study - PF - \$75,734 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Allow time for consistent team planning, as well as campus-based staff development. [1.8.1] Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators and PFs, teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: During this school year,we will implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Summative Evaluation: Eduphoria lesson plans, Campus Staff Development, Walkthrough

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian, Teachers, District | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Accelerated Reading Instruction. Strategy's Expected Result/Impact: Accelerated Reading Reports Staff Responsible for Monitoring: Librarian, Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP assessment reports, Lesson Plans in Eduphoria, running records, BAS Staff Responsible for Monitoring: Teachers Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on reading strategies. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Literacy Cohort, Peer Facilitators, district | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 6: During this school year, we will provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: - 428 - G/T Performance Standards - \$1,877 | Formative | | |
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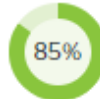






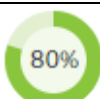
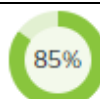
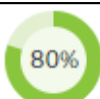
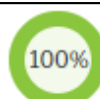
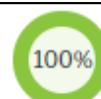
| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas performance Standards Project Strategy's Expected Result/Impact: Participate in district wide GT showcase Staff Responsible for Monitoring: GT Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement G/T Pullout program for identified students Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: G/T coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 7: During this school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Summative Evaluation: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committees will develop plans for students failing or in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Gradespeed reports Staff Responsible for Monitoring: Intervention Team, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: Teachers AWARE Reports, Skyward, data binder Staff Responsible for Monitoring: Peer Facilitators, teachers Funding Sources: - State Compensatory Funds - at risk - \$3,561 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide support to parents of at risk students. Strategy's Expected Result/Impact: Counselor/Parent Coordinator Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide tutoring and additional resources with contract teachers during the school day or after school. Strategy's Expected Result/Impact: formal and informal assessments Staff Responsible for Monitoring: Administrators and teachers, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Provide additional instruction for struggling students with certified teachers. - 263 - Title III A - Bilingual Education, Language - \$3,370, Provide additional instruction for struggling students with certified teachers. - Extended Day/Tutorial - \$5,570, Provide additional instruction for struggling students with certified teachers. - 211 - Title I A - Economically Disadvantaged Study - \$16,128 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Implement research-based programs designed to accelerate student learning. LLi & Soluciones Strategy's Expected Result/Impact: intervention reports, progress reports, gradebook Staff Responsible for Monitoring: Administrators, paraprofessionals, PFs and teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: to support struggling students with research based programs and support in the classrooms to accelerate their learning. - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Aide - \$27,023 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 8: During this school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Summative Evaluation: Standardized and State assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection Strategy's Expected Result/Impact: report cards reading levels Staff Responsible for Monitoring: Campus Administrators, Librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$2,139 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators, district | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, teachers, district Funding Sources: - 199 - General Fund - Bil/ESL - \$3,370 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers | Formative | | |
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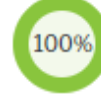


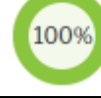
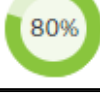
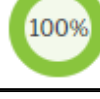
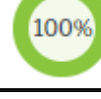
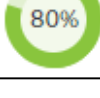


Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 9: During this school year our campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students Strategy's Expected Result/Impact: discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers, counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team, admin | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior Strategy's Expected Result/Impact: Discipline reports, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team teachers, admin, district | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide character education programs Strategy's Expected Result/Impact: sign in sheets, agendas Staff Responsible for Monitoring: counselor, PISD police | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors Strategy's Expected Result/Impact: intervention reports, BIPs Staff Responsible for Monitoring: campus administrators, counselors, intervention team, LSSP, BRT | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: sign in sheets, agendas Staff Responsible for Monitoring: counselor, nurse ecourse | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 10: During this school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: . Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators PE teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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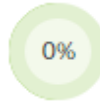




| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: CHAC Meeting Staff Responsible for Monitoring: Campus Health Safety Advisory Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use report to drive instruction Strategy's Expected Result/Impact: Fitnessgram scores, lesson plans in eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health Strategy's Expected Result/Impact: sign in sheets, agenda Staff Responsible for Monitoring: counselor, PE teacher Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: This school year, we will increase the campus attendance rate to 96% or above for all students

Evaluation Data Sources: AEIS Report, Attendance Data

Summative Evaluation: Met Objective












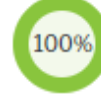
| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will call all students that are absent and encourage them to attend school. (SG-Attendance - White) Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Teachers, campus attendance administrator, attendance clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will receive Perfect Attendance recognition Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, teachers, clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: OnTime DanceTime Students participate in a dance off for attendance. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Teachers, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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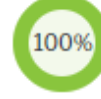


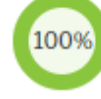
Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.













Performance Objective 2: During this school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.








Evaluation Data Sources: District Special Education Guidelines, In-service by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus will follow district procedures in addressing Transition requirements for students with disabilities Strategy's Expected Result/Impact: LSSP/Diagnostician Esped reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timeline. Strategy's Expected Result/Impact: LSSP/Diagnostician Esped reports Staff Responsible for Monitoring: Campus Administrators, LSSP, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: LSSP/Diagnostician Sign in sheets Staff Responsible for Monitoring: District Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timeline. Strategy's Expected Result/Impact: LSSP/Diagnostician Esped reports Staff Responsible for Monitoring: Campus Administrators, LSSP, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campuses will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: LSSP/Diagnostician Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for a test other than the regular state test (i.e., PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms Strategy's Expected Result/Impact: STAAR Alternative participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP, BSS Teachers, AU teachers, gen ed teachers, aides Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities Strategy's Expected Result/Impact: Facilities Plan Staff Responsible for Monitoring: Campus Administrators, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide training for all teachers working with students with disabilities Strategy's Expected Result/Impact: sign in sheets, Eduphoria reports, classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: sp ed - 199 - General Fund - special ed - \$1,022 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: eduphoria sign in sheets Staff Responsible for Monitoring: District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. Strategy's Expected Result/Impact: monitoring reports Staff Responsible for Monitoring: Campus Administrators, LSSP, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: evaluation results | Formative | | |
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| Staff Responsible for Monitoring: Campus Administrators, LSSP, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: During this school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on the STAR chart

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: PDAS, Eduphoria reports, Pasadena Technology Competency, Teacher and Campus STaR Chart, Lesson Plans in Eduphoria, MAP Staff Responsible for Monitoring: Campus Administrators, Technology Liaison Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements Strategy's Expected Result/Impact: Inventory Report, STaR Chart, campus budget Staff Responsible for Monitoring: Campus Administrators, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: During this school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week Strategy's Expected Result/Impact: Flyer distribution, pictures, campus calendar Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns Strategy's Expected Result/Impact: Flyer distribution, campus calendars Staff Responsible for Monitoring: campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: During this school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective



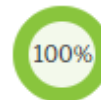
| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers Strategy's Expected Result/Impact: Lesson plans, field trips Staff Responsible for Monitoring: Teachers, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: provide opportunities for students to explore various career opportunities through an annual Career Day Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |









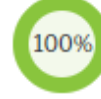







Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During this school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide mentorship and staff development opportunities to new personnel Strategy's Expected Result/Impact: Mentor Training, Staff Development Sessions, Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Mentor Trainers, district Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for staff Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Administrators, District personnel | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff Strategy's Expected Result/Impact: Lesson Plans, walkthroughs Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, District Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Support all campus meetings, data, curriculum, intervention, etc. Strategy's Expected Result/Impact: curriculum meeting minutes Staff Responsible for Monitoring: administrators, PFs. and teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

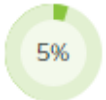
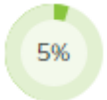









Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During this school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide parent education on various topics Strategy's Expected Result/Impact: logs and sign in sheets Staff Responsible for Monitoring: counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Provide workshops and resources for parents that will benefit both parents and students. - 211 - Title 1 A - Economically Disadvantaged Study - parent component - \$3,199, Title I counselor/parent coordinator - provide workshops and resources for parents that will benefit both parents and students. - 211 - Title 1 A - Economically Disadvantaged Study - counselor/parent component - \$23,100 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage student attendance Strategy's Expected Result/Impact: number of court referrals Staff Responsible for Monitoring: CAA, Attendance Clerk, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement parent volunteer partnership Strategy's Expected Result/Impact: campus documentation Staff Responsible for Monitoring: Counselor, administrators | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide educational resources for parents on the website and/or on school grounds. Strategy's Expected Result/Impact: use of website Staff Responsible for Monitoring: webmaster, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement Watch D.O.G.S. program Strategy's Expected Result/Impact: increased parent participation Staff Responsible for Monitoring: Counselor, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Host Daddy/Daughter Dance and Mommy and Me Dance Strategy's Expected Result/Impact: increased parent participation Staff Responsible for Monitoring: Counselor, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for staff development Strategy's Expected Result/Impact: increase knowledge of resources, strategies Staff Responsible for Monitoring: counselor, parent coordinator, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: During this school year, we will increase community involvement in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service Strategy's Expected Result/Impact: flyers, donations, service project Staff Responsible for Monitoring: Campus Administrators, Teachers, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism Strategy's Expected Result/Impact: volunteer sign in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Mentor Program for Kids Strategy's Expected Result/Impact: informal observations, conduct grade Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Community Outreach Performances Strategy's Expected Result/Impact: informal observation, continued invitations to participate Staff Responsible for Monitoring: Music teachers, administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: During this school year, student and teacher access to technology will increase according to the District Technology Plan

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Classrooms will be equipped with at least the minimum requirements for the 21st century classroom Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus Administrators, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase the integration of technology into instruction, curriculum and assessment, PK -4 as outlined in the District Technology Plan Strategy's Expected Result/Impact: Teacher PDAS, Pasadena Technology Competency, Teacher and Campus STaR Chart, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements Strategy's Expected Result/Impact: Inventory Report, STaR Chart Staff Responsible for Monitoring: Campus Administrators, district Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Pasadena Independent School District
Jessup Elementary
2020-2021 Formative Review

Mission Statement

Jessup Elementary is an outstanding school where all members of the community realize academics, character, and relationships are equally important as student success.

Our mission: To educate the whole child, while making sure all students are learning at high levels.

Vision

Our Vision is for parents, teachers, and students to create a safe learning community where all children have the opportunity to reach their individual potential.

We Believe that:

Each child deserves the opportunity to have his or her individual needs met in a safe, educationally rich environment.

Teachers educate the whole child by maintaining high expectations, building relationships, teaching and modeling social emotional skills, and addressing individual needs.

Students learn at high levels when they are engaged in the lesson, thinking critically, being challenged, and applying what they have learned.

Parents play an important role in their child's education by being supportive and encouraging as well as by being an active partner with the school.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable, and allocable under federal regulations. It is in compliance with the federal supplement, not a supplant provision.

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Goals














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide campus based support when working with teachers to design and implement district curriculum standards. Strategy's Expected Result/Impact: Increased capacity in Tier I and Tier II teacher-led instruction. Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title I Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$148,209.17 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Integrate relevant literacy skills across all content areas with the focus on increasing reading levels of our K-2 English students so that more students are on level by the time they reach 3rd grade. Strategy's Expected Result/Impact: Higher % of students on reading level at end of 2nd grade. Staff Responsible for Monitoring: Campus Coaches & Intervention Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Training and support will be provided to teachers so that they can successfully implement virtual lessons via Google Classroom, ZOOM, and Seesaw. Strategy's Expected Result/Impact: Students will have access to grade level curriculum via on-line asynchronous and synchronous instruction. Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Build and convene vertically aligned Math & ELAR curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Higher levels of focus on grade level essential standards. Staff Responsible for Monitoring: Campus Administrators & Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Higher levels of student engagement and understanding. Staff Responsible for Monitoring: Teachers & Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title I - instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$18,858.47, At Risk Compensatory Funds (199) -- instructional materials - State Compensatory Funds - \$3,908 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas, sign in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Analyze student-by-student assessment data. Create intervention goals based on essential standards for struggling learners. Strategy's Expected Result/Impact: Increase in targeted Tier II instruction. Staff Responsible for Monitoring: Campus administrators, campus coaches, intervention teacher, and grade level teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide academic support for our Bilingual students so that English reading levels are closer to grade level by the conclusion of 3rd grade. Strategy's Expected Result/Impact: Higher percentages of bilingual students are reading in English on or near grade level by the conclusion of 3rd grade. Staff Responsible for Monitoring: Campus administrators, Bilingual Teachers, & Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use PL Platform data to drive instruction in all 4th Grade classes (and make adjustments based on the specific needs of English Language Learners, Special Education Students, and Struggling Learners). Strategy's Expected Result/Impact: Higher percentages of 4th grade students are meeting grade level standards at the conclusion of the school year. Staff Responsible for Monitoring: Campus administrators, Campus Coaches, Intervention Teacher, and 4th Grade Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by comprehensive needs assessment.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Implement a staff development plan. The staff development will include work in grade level content-specific PLC's, coaching and peer observations, district-wide training, and 2:45 PLC topics. Strategy's Expected Result/Impact: Improvement in Tier I and Tier II instructional practices. Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Intervention Teacher, Grade Level Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 4: Implement reading initiatives designed to increase the reading skills of all students evidenced by exceeding state performance levels.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, teacher walkthrough data, campus staff development

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. Focus on K-2 English students' foundational reading skills (like phonemic awareness and phonics) as well as reading levels so that more students are entering 3rd grade reading on level. Provide academic support to bilingual students so that their English reading levels are closer to being on-level by 4th grade. Strategy's Expected Result/Impact: Increase in reading levels of students at the end of 2nd grade and the beginning on 3rd grade. Higher percentages of Bilingual 3rd grade students are reading on-level in English by the end of the school year. Staff Responsible for Monitoring: Teachers, Administrators, Intervention Teacher, and ELAR Peer Facilitator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Prioritize the K-2 English Reading PLC's on foundational reading skills. Strategy's Expected Result/Impact: Increase in Teachers' abilities to monitor and adjust instruction based on the specific foundational reading skill needs of their students. Staff Responsible for Monitoring: ELAR Campus Coach, Intervention Teacher, & Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase in school-wide culture of reading. Strategy's Expected Result/Impact: More students reading. Staff Responsible for Monitoring: Librarian, ELAR Campus Coach, Love of Reading and Reading Committee Members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet a more rigorous, project-based curriculum and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedures to increase the number of identified GT students Strategy's Expected Result/Impact: An increase in the number of identified G/T students. Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: G/T students will participate in the Texas Performance Standards Project as well as other G/T pull-out activities. Strategy's Expected Result/Impact: An increase in the number of students participating in the district-wide G/T showcase. Staff Responsible for Monitoring: G/T coordinator, G/T pull-out teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T Materials & Supplies - 199 - General Fund - \$2,021 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Targeted or ESF High Priority

Evaluation Data Sources: Teacher self-reports, Eduphoria lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus Leadership Team will meet weekly to monitor and adjust Jessup Elementary's campus improvement targets. Strategy's Expected Result/Impact: Increase in students receiving appropriate interventions which will then translate in a higher percentage of students meeting standards on the Math, Reading and Writing STAAR. Staff Responsible for Monitoring: Campus Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan 4 Learning (Title Report) - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Implement research-based programs designed to accelerate student learning and provide intervention services incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Improvement in Tier I and II instruction. Higher percentages of struggling learners receiving interventions and tutorials. Higher percentage of students scoring meets on the STAAR exams. Staff Responsible for Monitoring: Campus administrators, Campus Coaches, & Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Extended Day - salary - Extended Day/Tutorial - \$5,720, BFU - 199 - General Fund - \$47,878, Overtime - 199 - General Fund - \$1,294, Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$56,394.93, Fixed - 199 - General Fund - \$1,752, Salary Title I Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$145,495.28 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide support to parents of at-risk students. Strategy's Expected Result/Impact: Increase parent's ability to meet the social-emotional and academic needs of their child. Staff Responsible for Monitoring: Counselor & Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,517.80, Title I Parent Component Funds - supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$3,945.61 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Targeted or ESF High Priority

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide additional language and academic support to 4th grade bilingual students. Strategy's Expected Result/Impact: An increase in the number of 4th grade bilingual students scoring approaches, meets and masters on the 4th grade Reading, Writing, and Math STAAR exams. Staff Responsible for Monitoring: Campus Administrators, Intervention Teacher, and 4th Grade Bilingual Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 3 Bilingual - salary intervention & language acquisition support - 263 - Title III A - Bilingual Education, Language - \$3,110.46 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Prepare bilingual/EL students for an appropriate and timely transition by following the district's English Language Development curriculum. Strategy's Expected Result/Impact: An increase in students transitioning to all English instruction by 4th grade. Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual/ESL - instructional and testing materials - 199 - General Fund - \$5,117 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective







| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Implement a PBIS support system. Strategy's Expected Result/Impact: An increase in the teacher's capacity to implement conscious discipline, conflict resolution, CHAMPS, social emotional learning, anti-bullying and mediation techniques. Staff Responsible for Monitoring: Counselor & We Care Committee Members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district wide-coordinated school health initiatives including parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: An increase in the number of staff, students and parents participating in coordinated school health initiatives. Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue to develop the Campus Health Safety Advisory Committee to support coordinated school health goals and objectives. Strategy's Expected Result/Impact: An increase in students participating in healthy activities. Staff Responsible for Monitoring: Campus administrators; PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: More students, teachers and parents participating in coordinated school health initiatives. Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Evaluation Data Sources: Skyward reports, intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Teachers will close students' learning gaps. Staff Responsible for Monitoring: Teachers, Intervention Teacher and Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Campus Administrators, Counselor and Parent Coordinator will meet weekly to discuss student attendance issues and make an action plan on contacting parents of students with high amounts of absences. Strategy's Expected Result/Impact: Parents will understand the importance of good attendance and attendance rates will increase. Staff Responsible for Monitoring: Campus Administrators, Counselor and Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

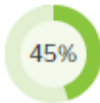






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 12: Campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Targeted or ESF High Priority

Evaluation Data Sources: District Special Education Guidelines, district staff development agendas by district special education department, ARD paperwork

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Better understanding and implementation of the Support Facilitation instructional model. Staff Responsible for Monitoring: Campus administrators & special education teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed - instructional materials - 199 - General Fund - \$1,308 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week and having students participate in career day. Strategy's Expected Result/Impact: Increased awareness and interest in post-secondary education and potential careers. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, job fair documentation, and staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage teachers to activity contribute to the design and facilitation of weekly PLC (PK-4) and GLT (4) meetings. Strategy's Expected Result/Impact: Higher levels of teacher empowerment and buy-in to the PLC & GLT process. Staff Responsible for Monitoring: Campus administrators and campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




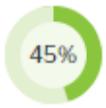






Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Targeted or ESF High Priority

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Parents will have a better understanding of topics including nutrition, childhood development, exercise, how to educate their child to seek help for inappropriate touches, etc.) Staff Responsible for Monitoring: Counselor & Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for parents to attend grade level and content specific meetings. Strategy's Expected Result/Impact: Parents will have increased knowledge of grade level expectations, subject content, Title I information, & opportunities to volunteer. Staff Responsible for Monitoring: Counselor, & Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Targeted or ESF High Priority

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Implementation of safety crisis management plans, including the implementation and practice of lock down procedures. Strategy's Expected Result/Impact: Increased understanding of safety measures for students and staff. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implementation of Character Education program. One student will be highlighted by each homeroom teacher per 9 week grading period. Strategy's Expected Result/Impact: Increase of student ownership of their actions and increase in specific positive behaviors. Staff Responsible for Monitoring: Administrators & School Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: 100% adherence to local policy FFH. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: The campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the quantity of annual incident reports.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management with an emphasis on MERT and ALICE. Strategy's Expected Result/Impact: Faculty and students will have a better understanding of what to do in an emergency situation as well as how to implement Stop the Bleed. Staff Responsible for Monitoring: Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.








Performance Objective 3: The ACE After School Program will provide intervention/enrichment opportunities for students while reaching and/or exceeding enrollment targets.

Targeted or ESF High Priority

Evaluation Data Sources: ACE Program Student and Parent Attendance Logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Teachers and ACE program work together to maximize student participation based on student needs. Strategy's Expected Result/Impact: Students who are enrolled in the program will increase understanding of grade level learning objectives. 3rd and 4th grade students will increase "meets" and "expected progress" percentages in Reading & Math on the STAAR. Bilingual students will increase English-Language skills. Staff Responsible for Monitoring: ACE program director & Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: ACE After School Program - instructional materials, supplies, salaries and possible field trips - 21st CCLC Grant - 265 - \$77,517 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |

| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: The ACE program will work in conjunction with school's parent coordinator to provide parent education and/or involvement programs to the students enrolled in ACE. Strategy's Expected Result/Impact: Parents will have an increased understanding of the benefits of the ACE after-school program and a better understanding of how to support their children outside of the school setting. Staff Responsible for Monitoring: ACE Coordinator and Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.








Performance Objective 4: CIS will increase distribution of services and enrollment by 10%.

Targeted or ESF High Priority

Evaluation Data Sources: CIS Participation Records

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: CIS will service students in need of behavioral intervention, emotional, and attendance issues. Strategy's Expected Result/Impact: Students will be generally more successful in school via increased grades, test scores, and attendance, as well as a decrease in office referrals. Staff Responsible for Monitoring: CIS Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: CIS contractual fee (taken from Title I instructional funds) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The grant funded CIS VOCA counselor will provide counseling services for students and /or families who are currently or recently involved in a crisis or trauma situation. Strategy's Expected Result/Impact: Students will be better able to function at school. Staff Responsible for Monitoring: VOCA counselor Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |

| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strategy 3: CIS will provide and/or support parenting classes and/or events. Strategy's Expected Result/Impact: Parents will have an increase in opportunities to be involved in school activities as well as be able to attend adult education events. Staff Responsible for Monitoring: CIS and Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
| |  45% |  100% |  100% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Keller Middle School
2020-2021 Formative Review



Mission Statement

The staff of Lonnie B. Keller Middle School believes every child has the capacity to learn and grow into knowledgeable and responsible citizens. Our students will be engaged in instruction that is challenging and relevant. Keller students will be given the opportunity to be successful academically, socially, and emotionally in an environment that is based on trust and respect by all stakeholders.

Vision

1. We believe every child has a right to rigorous and relevant instruction from highly qualified staff.
2. We believe a welcoming environment encourages active involvement by all.
3. We believe every day is a new day.
4. We believe we can overcome obstacles and achieve anything we put our minds to.
5. We believe support and teamwork builds family.
6. We believe giving up is not an option.
7. We believe in providing a positive and caring environment by encouraging trust and respect for optimal learning.
8. We believe all people are responsible for their own actions.
9. We believe flexibility and the ability to change fosters a positive learning environment.
10. We believe everyone should have the opportunity to learn and grow.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.

Performance Objective 1: Implement a comprehensive district-wide framework for literacy and numeracy development.

Evaluation Data Sources: Eduphoria lesson plans documenting high-level instruction. Student success demonstrated on report cards, Summit platform data, MAP test data, CBA data, STAAR data, TELPAS, and Writing benchmarks.

Summative Evaluation: Met Objective







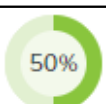
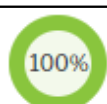
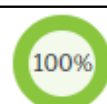




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Acquire quality instructional materials and assessments in the core content areas and to support core area classes. CSF Academic Performance Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, Summit platform data, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Core content teachers, Instructional Coaches, Principal, Assistant Principals Additional Targeted Support Strategy Funding Sources: - 199 - General Fund, - 211 - Title 1 A - Economically Disadvantaged Study, - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.

Performance Objective 2: Implement a system for competency-based instruction and standards-based assessments for students.

Evaluation Data Sources: Eduphoria lesson plans documenting high-level instruction. Students success demonstrated on report cards, CBA data, STAAR data, TELPAS, and Writing benchmarks.




Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will complete district CBAs in all content areas. CSF Academic Performance Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students and teachers will use virtual data notebooks to track their data from MAP tests and CBAs. CSF Quality Data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Administrators Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All students will take the Reading and Math MAP tests. Strategy's Expected Result/Impact: Student growth in Reading and Math Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.

Performance Objective 3: Implement a tiered professional development plan to support the effective delivery of a rigorous curriculum.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide quality staff development based on teacher needs and surveys. Strategy's Expected Result/Impact: Lessons, relationships with parents and students, discipline referrals, attendance Staff Responsible for Monitoring: Principal Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Train teachers and staff on best practices for virtual learning and personalized learning. Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.

Performance Objective 4: Implement an articulated phase-in plan and sustained formative evaluation system for district instructional initiatives.




Summative Evaluation: No progress made toward meeting Objective










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.













Performance Objective 5: Create a systematic process that ensures every student receives the time and support needed to learn at high levels.








Evaluation Data Sources: Master schedule, CBA assessments, mock, STAAR data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will disaggregate their curriculum data, and use this information to plan their lessons, and create tutorials and small group workshops. CSF Quality Data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide assistance to at risk students through Title I program, the ACE program, tutoring program, and extended day program. CSF Quality Data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals, ACE coordinator Funding Sources: - Extended Day/Tutorial, - 21st CCLC Grant, - 211 - Title I A - Economically Disadvantaged Study, - 211 - Title I A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will attend a daily tutorial or enrichment period based on their academic need. CSF Quality Data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Evaluate and appropriately place each bilingual student in classes that prepare the student to exit the program. CSF Quality Data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals Funding Sources: - 263 - Title III A - Bilingual Education, Language , - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Notify parents and provide enrichment for students when grades fall below 74%. Begin appropriate interventions when student is at risk of failing. Offer students extended day, extended year or other opportunities for growth. CSF Quality data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Peer Facilitators, Principal, Assistant Principals Funding Sources: - State Compensatory Funds, - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Students receiving appropriate special education services. Staff Responsible for Monitoring: LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR/STAAR Alt2 (i.e. PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms. CSF Academic Performance and Use of Quality Data Strategy's Expected Result/Impact: Students receiving appropriate special education services. Staff Responsible for Monitoring: Administrators, LSSP, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. CSF Quality Data Strategy's Expected Result/Impact: Students receiving appropriate special education services. Staff Responsible for Monitoring: Administrators, LSSP, Special Education Case Managers | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Special education case managers and the 504 coordinator will meet with regular education teachers to make sure IEPs and IPPs are implemented. Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Administrators, LSSP, Special Education Case Managers, 504 Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: All staff will receive modifications/accommodations for all special education and 504 students. Strategy's Expected Result/Impact: Students receiving appropriate special education services. Staff Responsible for Monitoring: Administrators, LSSP, Special Education Case Managers, 504 Coordinator | Formative | | |
| | Mar | June | Aug |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
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| | | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |
















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the needs of each student.








Performance Objective 6: Provide a customized learning program based on students' interests, learning styles, needs, goals, and career aspirations.

Evaluation Data Sources: Connect enrollment, Traditional enrollment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Student use of personal technology in the classroom during teacher-directed educational activities. CSF Academic Performance Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: All staff, ACE Coordinator Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Technology will be implemented into classroom instruction through the student use of computers in each core content classroom. Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks, Technology assessment Staff Responsible for Monitoring: Each core content teacher, Peer Facilitators, Principal, Assistant Principals Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |











| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide GT students with opportunities to extend the core curriculum to an appropriate level that challenges the abilities of gifted learners. Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks, LTF data Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals, counselor Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students in 5th and 6th grade Math will have the opportunity to participate in pre advanced placement courses. CSF Quality Data Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks, LTF data Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals, GT coordinator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Acquire hardware and software to accommodate the student population and their learning needs. Strategy's Expected Result/Impact: Use of technology as shown in walkthroughs and Eduphoria lesson plans Staff Responsible for Monitoring: Administration, Technology Liason Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: ESped data, CPI training certificates Staff Responsible for Monitoring: administrators, district administration, teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Special education and 504 students will have the opportunity to participate in all school activities Strategy's Expected Result/Impact: Student participation in school activities, parent survey, student survey Staff Responsible for Monitoring: All staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |

| Strategy 8 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Students will have the opportunity to participate in the Connect Personalized Learning Program. Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Adopt a research based college and career readiness curriculum (PK-12) to be implemented in all areas for teachers, students, and parents.








Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students will have the opportunity to explore various college programs during college week. Strategy's Expected Result/Impact: Student participation Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All 6th grade students will participate in the Kids 2 College program, and visit the University of Houston. Strategy's Expected Result/Impact: Student participation Staff Responsible for Monitoring: Teachers, Counselors Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Expand and establish CTE (Career and Technology Education) electives and opportunities for 5th-12th grades.

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career. Strategy's Expected Result/Impact: Staff and student surveys, reponse from Career Day presenters. Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.








Performance Objective 3: Promote and provide access to career certification programs to provide the local community with qualified high school graduates equipped with workforce skills.

Summative Evaluation: No progress made toward meeting Objective

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 4: Establish and expand partnerships with universities, colleges, and post-secondary entities to provide opportunities for parents, students, and teachers.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School teachers will mentor student teachers from the University of Houston. Strategy's Expected Result/Impact: Keller staff develop leadership skills. Student teachers develop classroom skills so that they can become certified teachers in PISD. Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 5: Create a STEAM (Science, Technology, Engineering, Arts and Math) Academy for 5th-8th grades.

Summative Evaluation: No progress made toward meeting Objective

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Offer competitive salaries and comprehensive benefits packages for employees.

Summative Evaluation: No progress made toward meeting Objective

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.




Performance Objective 2: Provide a competitive incentive program the promotes longevity.











Summative Evaluation: No progress made toward meeting Objective

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: Implement district-wide initiatives that promote and sustain positive relationships and employee morale.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School will have staff celebrations of upcoming weddings or births. CSF Teacher Quality Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: Courtesy committee Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: All staff will have the opportunity to participate in staff outings throughout the year and will be able to use a workout room and the school's "Safe Place" when needed. Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: All staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Staff members will have the opportunity to serve the campus through "school jobs." Strategy's Expected Result/Impact: Teacher retention Staff Responsible for Monitoring: Principals, Assistant Principals, Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.




Performance Objective 4: Attract and recruit high-quality personnel.






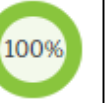



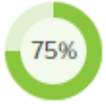


Summative Evaluation: No progress made toward meeting Objective











Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 5: Provide learning experiences to support the growth and advancement of all employees.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Train staff on ClassLink Portal, Summit Learning Platform, Eduphoria, Skyward, Mizuni, and other technology applications. CSF Teacher Quality Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks, Technology assessment Staff Responsible for Monitoring: Administration, Technology Liason, Instructional Coaches | Formative | | |
| | Mar | June | Aug |
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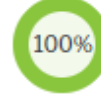
| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Teachers will attend Teacher-to-Teacher staff development workshops during the school year presented by their fellow Keller teachers. CSF Teacher Quality Strategy's Expected Result/Impact: Teacher-to-Teacher surveys, Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide teachers with opportunities for staff development and training for working with the gifted and talented students. Keep teachers updated as per district and state guidelines. CSF Teacher Quality Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks, LTF data Staff Responsible for Monitoring: Each core content teacher, Instructional Coaches, Principal, Assistant Principals, GT coordinator Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will have opportunities to serve on campus committees, participate in book studies, attend staff development and participate in team building activities. Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: All staff Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development based on student data, needs assessment, and parent and teacher surveys. Strategy's Expected Result/Impact: Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Instructional Coaches, Principal, Assistant Principals Funding Sources: - 199 - General Fund, - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: New teachers will have mentors and attend monthly meetings CSF Teacher Quality Strategy's Expected Result/Impact: Teacher retention. STAAR data and T-TESS evaluations demonstrate teacher success. Staff Responsible for Monitoring: Administrators, Mentors, New Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Instructional coach will lead planning, and provide coaching in each core content area Strategy's Expected Result/Impact: Teacher retention, Eduphoria lesson plans, report cards, MAP test data, CBA data, STAAR data, TELPAS, writing benchmarks Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: Provide parents with a pathway to resources that support their children academically and socially.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Parents will have opportunity to participate in ESL classes through San Jacinto College. CSF Family Engagement Strategy's Expected Result/Impact: Parent participation in school events, parent surveys Staff Responsible for Monitoring: Counselors Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Parents will be informed of upcoming events through monthly calendars, School Messenger call outs, weekly parent emails, and Facebook messages, and have opportunities to be a part of school activities. CSF Family Engagement Strategy's Expected Result/Impact: Parent participation in school events, parent surveys Staff Responsible for Monitoring: Administrators, Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parents will be offered classes to deal with pre teens and current issues. CSF Family Engagement Strategy's Expected Result/Impact: Parent participation in school events, parent surveys Staff Responsible for Monitoring: Counselors, principals, teachers, ACE coordinator Funding Sources: - 21st CCLC Grant, - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parents will be encouraged to be a part of the academic team for their student. Classes will be offered to help parents help their students be successful in school. CSF Family Engagement Strategy's Expected Result/Impact: Parent participation in school events, parent surveys Staff Responsible for Monitoring: All staff Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Parents will be invited to participate in the following family events: Coffee Chats, Student-led Conferences, Family Muster Nights, Student Dances, Award Ceremonies, Bring Your Parent to PE, Donuts with Dads, and Parent University events. CSF Family Engagement Strategy's Expected Result/Impact: Parent participation in school events, parent surveys Staff Responsible for Monitoring: Parent coordinator Funding Sources: - 199 - General Fund, - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Implement an effective, interactive and reliable marketing and communication plan utilizing media to foster positive relationships











among all stakeholders.

Summative Evaluation: No progress made toward meeting Objective

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: Develop and strengthen partnerships with area businesses, local government agencies, and members of the community to provide resources and services for families, students, staff and schools.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career. Strategy's Expected Result/Impact: Staff and student surveys, response from Career Day presenters Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Staff will build positive relationships with all parents. Staff will offer parent classes throughout the year. CSF Family Engagement Strategy's Expected Result/Impact: Parent participation in school events, parent surveys Staff Responsible for Monitoring: All staff, ACE Coordinator Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.








Performance Objective 4: Unite current Pasadena ISD alumni resources and groups under a single district wide alumni association for the purpose of cultivating and promoting lasting partnerships and leadership opportunities.

Summative Evaluation: No progress made toward meeting Objective

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 5: Create a district wide volunteer program that provides opportunities for relevant experiences with meaningful recognition.




Summative Evaluation: No progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School will host a Career Day with community members who will discuss their current careers, and the needed education for their specific career. Strategy's Expected Result/Impact: Staff and student surveys, response from Career Day presenters Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: Expand current resources and training, such as Conscious Discipline and Safe and Civil, for faculty and students (PK-12) to increase the focus on behavior intervention and to develop a positive school culture and climate.

Summative Evaluation: Met Objective



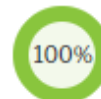




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Schoolwide character education lessons will be broadcast and discussed weekly during homeroom. Strategy's Expected Result/Impact: Discipline referrals, Walkthrough data Staff Responsible for Monitoring: Counselors, Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The Safe and Civil Committee will monitor common area procedures and student behavior and present solutions to the staff at faculty meetings. | Formative | | |
| | Mar | June | Aug |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | | |  |  |  |
| | | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 2: Develop a district-wide system to meet, manage, and respond to the daily and emergent health care needs of students and faculty.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School will follow district guidelines to provide a safe learning environment for all face-to-face learners. Strategy's Expected Result/Impact: Minimized spread of COVID-19 Staff Responsible for Monitoring: All staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 3: Establish and monitor district-wide safety measures to ensure the well-being of all stakeholders.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|-------------|------------|
| Strategy 1: Campus will follow district policy to ensure students with disabilities have access to facilities Strategy's Expected Result/Impact: Parent surveys, school maintenance Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
| | Mar | June | Aug |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| | | |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 4: Establish programs/events to increase the opportunities to foster patriotism, civic duty and global citizenship.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will have opportunities to participate in community events such as City Council meetings, throughout the year. Strategy's Expected Result/Impact: Morning announcement reports on various events in the community before and after event. Staff Responsible for Monitoring: Counselors, Principals Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.








Performance Objective 5: Develop a school counseling program that allows school counselors to increase the percentage of time spent with students in regards to their academic, social and mental health needs based on the current research on school counseling.

Summative Evaluation: No progress made toward meeting Objective

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 6: Increase the social, emotional and physical well-being of staff members to promote a healthy learning environment.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strategy 1: Keller Middle School will participate in the different wellness challenges through the CHAC committee. | Formative | | |
| | Mar | June | Aug |
| |  75% |  100% |  100% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Kendrick Middle School

2020-2021 Formative Review



Mission Statement

Marshall Kendrick Middle School is committed to providing an educational and emotional foundation that empowers students to reach their highest potential, by providing a safe and caring environment, promoting the use of 21st century skills, nurturing a strong sense of community and fostering the skills and knowledge to become life-long learners in a global community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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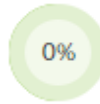
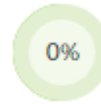







Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Summative Evaluation: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All teachers will utilize language acquisition strategies on a regular and ongoing basis when planning and teaching. Strategy's Expected Result/Impact: Walkthroughs, Observations, PLC meetings Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will implement the use of a variety of instructional strategies, including but not limited to: Talk-Read, Talk-Write, ABC Reading and Writing strategies, and Think, Pair, Share to promote student dialogue and learning on an ongoing basis. Strategy's Expected Result/Impact: Walkthroughs, Observations, PLC meetings Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Personalized Learning (Connect program) at Kendrick MS to tailor instruction to meet the needs of various learners. Strategy's Expected Result/Impact: Walkthroughs, Observations, PLC meetings Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 4: Teachers will use various educational resources to support and increase student learning throughout the school year. Strategy's Expected Result/Impact: Increased student success, Increase use of tools to guide student learning Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Funding Sources: Student/Teacher Resources - 211 - Title 1 A - Economically Disadvantaged Study - \$16,468.02 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Enhance student Literacy through the development of a Literacy Committee to oversee campus literacy initiatives and use of various resources. Strategy's Expected Result/Impact: Increase in Library Circulation, Increase in student reading level Staff Responsible for Monitoring: Administrators, Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: MyOn - 211 - Title 1 A - Economically Disadvantaged Study - \$3,212 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will be provided planning days to plan highly effective lessons in an effort to increase student learning. Strategy's Expected Result/Impact: Increased student success and student engagement Staff Responsible for Monitoring: Administrators, Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Instructional Planning Days - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Implementation of the 1:1 Netbook Technology Initiative will increase student engagement and learning.




Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide training to teachers and staff on enhancing instruction through the use of technology programs by conducting Technology trainings each year. Strategy's Expected Result/Impact: Walkthroughs, Observations, Sign In Sheets Staff Responsible for Monitoring: Technology Liaison, Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

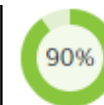
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Continuing to offer a quality Dual Language Program to students who have been a part of the program in previous years.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide students with a 50/50 model of Dual Language instruction in all core areas. Strategy's Expected Result/Impact: Master Schedule, Walkthroughs, Observations Staff Responsible for Monitoring: Administrators, Counselors, District Dual Language staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure all teachers hired for the Dual Language Program have a Bilingual or ESL Certification and GT Certification. Strategy's Expected Result/Impact: Documentation of both Certifications provided Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress



Accomplished



Continue/Modify













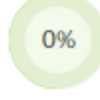

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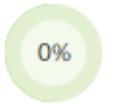

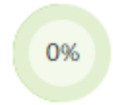










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Provide extended opportunities for students to apply their knowledge and participate in academic activities inside and outside the classroom.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create and sustain a Chess Club for all students. Strategy's Expected Result/Impact: Regular Practices, Competition in District Tournaments Staff Responsible for Monitoring: Chess Club Sponsor, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Participation of students in a campus Science Fair that will lead to participation in the district Science Fair. Strategy's Expected Result/Impact: Science Fair participation Staff Responsible for Monitoring: Administrators, Science Support Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Participation of GT students in the annual district GT Showcase. Strategy's Expected Result/Impact: GT Showcase participation Staff Responsible for Monitoring: GT Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participation of students in a campus Spelling Bee that will lead to participation in the district Spelling Bee. Strategy's Expected Result/Impact: Spelling Bee participation Staff Responsible for Monitoring: ELAR teachers, ELAR Peer Facilitator, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Select a given number of students to participate in the STARBase program yearly to provide students with STEM opportunities outside of the classroom. Strategy's Expected Result/Impact: Participation in the STARBase Program Staff Responsible for Monitoring: Science Support Teacher, Science Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Create and sustain a Science club to provide outside activities and opportunities for additional student learning. Strategy's Expected Result/Impact: Regular Meetings, Creation of a garden, Enhance the recycling initiative on campus Staff Responsible for Monitoring: Science Club Sponsor, Administrators, Science PF TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Create and sustain an Art Club to provide students an opportunity for extended art projects. Strategy's Expected Result/Impact: Regular Meetings, Entry into additional art contests, participation in district art events Staff Responsible for Monitoring: Art Club Sponsor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Partner with the City of Pasadena to provide an opportunity for our students to participate in a volleyball league. Strategy's Expected Result/Impact: Regular Practices, Regular Scheduled games Staff Responsible for Monitoring: PE Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Create a "Name That Book" team to participate in the district "Name That Book" competition. Strategy's Expected Result/Impact: Increased literacy awareness, participation in district events Staff Responsible for Monitoring: Librarian, Name That Book Sponsor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Provide learning opportunities for struggling students to support the need for additional learning.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: By regularly monitoring student data from frequent formative assessments, students who are in need of additional academic assistance will be pulled into small groups throughout the class periods to address their academic needs. Strategy's Expected Result/Impact: Focused plan for PIE time, Data to show improvement of student learning Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize a pull out method for a targeted group of individuals in which staff provide targeted intervention based on student levels of learning. Strategy's Expected Result/Impact: Improvement of student data Staff Responsible for Monitoring: Administrators, Peer Facilitators, DAIT, Intervention Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Support SPED students by pulling small group interventions. Strategy's Expected Result/Impact: Improvement of student data Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create a flexible dyslexia schedule by our DAIT to address the needs of our dyslexic students throughout the year. Strategy's Expected Result/Impact: Improvement of student assessment data due to an increase in fluency and comprehension Staff Responsible for Monitoring: Administrators, Counselors, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science as well as those students who are falling behind on their PFAs. Strategy's Expected Result/Impact: Walk-throughs, Observations, PLC Meetings Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Extended Day Funds - State Compensatory Funds - \$7,650 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide teachers and students additional resources specifically designed to assist EL students. Strategy's Expected Result/Impact: Improvement of student language acquisition and academic performance of EL students. Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,720.68 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: Ensure all ELAR teachers are ESL or Bilingual certified to support our high number of English Language Learners.

Summative Evaluation: Significant progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Ensure all ELAR teachers are attending the ESL Institute provided by the district and monitoring teachers are taking the test within a 6 month period at the conclusion of the training. Strategy's Expected Result/Impact: Certification of ELAR teachers | Formative | | |
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| Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Empower teachers and staff to participate in and plan various leadership opportunities that promotes career advancement and builds capacity at the campus level.

Summative Evaluation: Met Objective





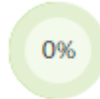

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a Teacher Leadership Collaborative and utilize this group to make campus based decisions. Strategy's Expected Result/Impact: Creation of TLC team that meets regularly to discuss campus based concerns and make campus based decisions. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Each grade level team has a designated team lead that are looked at by peers as instructional leaders to help guide their team and to assist in making appropriate instructional based decisions. Strategy's Expected Result/Impact: Assigned Grade Level Team Leads Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create and sustain a committee that focuses on positive behavior supports and interventions as well as address the safety needs of the campus. Strategy's Expected Result/Impact: Decrease in student behaviors, Increase in student safety Staff Responsible for Monitoring: Counselor, Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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Goal 2: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Ensure teachers and staff are recognized on a regular basis to ensure morale remains at a high level.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Bronco Brags are used by all staff to recognize others and say thank you for various reasons. Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Plan and coordinate regular team building activities that includes all teachers and staff. Strategy's Expected Result/Impact: Ongoing activities Staff Responsible for Monitoring: Teacher Leaders, Peer Facilitators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Recognize Teacher and Staff Birthdays throughout the year. Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover Staff Responsible for Monitoring: Campus Secretary TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers are voted on and selected as Teachers of the Month throughout the school year. Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover Staff Responsible for Monitoring: Administrators, Peer Facilitators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers and Staff are nominated and voted on by their peers as Teacher of the Year, New Teacher of the Year and Paraprofessional of the Year annually. Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Create a New Teacher Academy that is designed to support new Kendrick teachers each year. Strategy's Expected Result/Impact: Regular support meetings, reduction in staff turnover Staff Responsible for Monitoring: Peer Facilitators, Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Recognize teachers instructional successes at monthly faculty meetings through various methods. Strategy's Expected Result/Impact: Increased staff morale, reduction in staff turnover Staff Responsible for Monitoring: Administrators, Peer Facilitators, Counselors, Teachers | Formative | | |
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TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: Encourage teachers and staff to participate in and attend various professional development sessions that will enhance the overall learning and success of the students.













Summative Evaluation: Met Objective






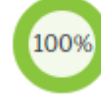




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Music Educators will attend TMEA. Strategy's Expected Result/Impact: New Instructional Strategies learned that will enhance students' music capabilities. Staff Responsible for Monitoring: Music Educators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| No Progress Accomplished Continue/Modify Discontinue | | | |

Goal 3: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: Offer a variety of activities that promotes Parent Involvement on a regular basis.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Dual Language Teachers will conduct Dual Language Parent Conferences twice per year to meet with and discuss student progress for students in the Dual Language Program. Strategy's Expected Result/Impact: Successful Parent Conferences Staff Responsible for Monitoring: Dual Language Coordinator, Dual Language Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parenting classes that target specific topics that affect students at the middle school level. Strategy's Expected Result/Impact: Participation of parents Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$850 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Plan at least 2 parent events per semester that invite parents to become an active member in their students education. Strategy's Expected Result/Impact: Successfully attended parent events. Staff Responsible for Monitoring: Administrators, Counselor, Counselor/Parent Coordinator, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: Parent Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$3,371.62 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create and maintain a campus website and Facebook page to communicate and promote Kendrick events. Strategy's Expected Result/Impact: Updated website and Facebook pages. Staff Responsible for Monitoring: Technology liaison, website administrator Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Host a Meet the Teacher event at the start of the year to allow parents and students an opportunity to tour the building, meet HR teacher and learn about procedures associated with Kendrick. Strategy's Expected Result/Impact: Participation of parents Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Plan an Open House to allow parents the opportunity to meet all their student's teachers and to encourage parent/teacher communication. Strategy's Expected Result/Impact: Participation of parents, Increased parent/teacher communication Staff Responsible for Monitoring: Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Hire an individual whose responsibility is to plan and promote parental involvement on a regular basis throughout the school year.











Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Develop, plan and monitor parent involvement for various parenting classes and parent events throughout the school year. Strategy's Expected Result/Impact: Increase in parent involvement. Promotes a welcoming atmosphere for our parents. Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools Funding Sources: .5 FTE for a Counselor/Parent Coordinator salary - 211 - Title 1 A - Economically Disadvantaged Study - \$52,957.79 | Formative | | |
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Goal 4: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Kendrick MS teachers and staff will implement PBIS methods on a daily basis.




Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers and Staff will implement the use of Positive Behavior Supports throughout the school day. Strategy's Expected Result/Impact: Minimal behavior referrals Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create and sustain a PBIS Team to discuss items as it pertains to student discipline and safety of the campus and make decisions based on data. Strategy's Expected Result/Impact: Safe environment Staff Responsible for Monitoring: PBIS Team, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | |
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Goal 4: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Kendrick students will participate in activities to help create well-rounded individuals and to promote success and to compete in a global world.

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Kendrick Middle School will maintain a Student Council to promote citizenship opportunities to the students. Strategy's Expected Result/Impact: Active Student Council Staff Responsible for Monitoring: Student Council Sponsor Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | |
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



| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Students will be taught about Digital Citizenship to promote appropriate and safe usage of the internet and computers. Strategy's Expected Result/Impact: Students are using their 1:1 devices in an appropriate manner. Staff Responsible for Monitoring: Technology Liaison, Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will be selected to be a "Pledge Pal" and recite the pledges each morning. Strategy's Expected Result/Impact: Increased appreciation of the flags, Sense of pride and building confidence in students Staff Responsible for Monitoring: Social Studies Teachers, Counselors Schoolwide and Targeted Assisted Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Kendrick students are offered a variety of opportunities to promote social-emotional well being.

Summative Evaluation: Met Objective

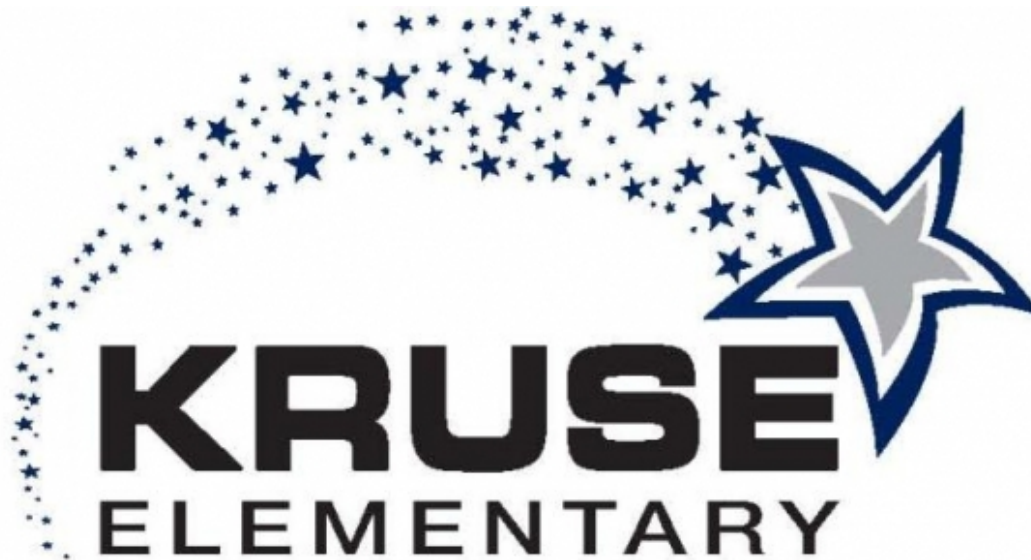
| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will present Character Education lessons weekly during homeroom. Strategy's Expected Result/Impact: Increase in student's social emotional well-being Staff Responsible for Monitoring: Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Kendrick Middle School will partner with Communities in Schools and a Crisis Counselor to offer a variety of social-emotional as well as academic supports. Strategy's Expected Result/Impact: Increase in student's social emotional well-being Staff Responsible for Monitoring: Administrators, CIS coordinator, Crisis Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: Communities in School - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500 | Formative | | |
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Pasadena Independent School District

Kruse Elementary

2020-2021 Formative Review



Mission Statement

Kruse Elementary, a Title I Campus, will be a safe place, physically and psychologically, for every child to engage in the interesting pursuit of lifelong learning in a positive climate where a caring staff ensures that every child will succeed.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.










Targeted or ESF High Priority










Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.











Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor curriculum implementation through campus walkthroughs. TS - All students including SpEd Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Administrators. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades Pk to 4. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation Staff Responsible for Monitoring: Administrators, Peer Facilitators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - 199 - \$37,396 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. TS - All students including SpEd Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Title I - PF salaries - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$249,314.11 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Administrator, Science Coach, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. [1.4.2] TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees/teams to share successful implementation of research based instructional practices. [1.4.4] TS - All students including SpEd Strategy's Expected Result/Impact: Content area and grade level PLC schedules and notebooks, agendas Staff Responsible for Monitoring: Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. [1.6.1] TS - All students including SpEd Strategy's Expected Result/Impact: Lesson plans, Walkthrough data Staff Responsible for Monitoring: Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Funds or instructional materials and supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$17,382.03, Title III A - Bilingual Education - 263 - Title III A - Bilingual Education, Language - \$2,304.66 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. [1.5.2] TS - All students including SpEd Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Technology Liaison, Librarian, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. [1.8.2] [1.9.3] TS - All students including SpEd Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. [PBM] TS - All students including SpEd Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]- TS - All students including SpEd Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. [PBM] TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. [1.3.1] TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.




Targeted or ESF High Priority





Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. [1.7.2] TS - All students including SpEd Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. [PBM] TS - All students including SpEd Strategy's Expected Result/Impact: Data Talk Agendas, Walkthrough reports Staff Responsible for Monitoring: Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor [PBM, P16] TS - All students including SpEd Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. TS - All students including SpEd Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [1.7.1] TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. TS - All students including SpEd Strategy's Expected Result/Impact: Scheduled with teams and PFs Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. [1.8.1] TS - All students including SpEd Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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 No Progress
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.


Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.











Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide time and materials for purposeful reading during the school day. TS - All students including SpEd Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. TS - All students including SpEd Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. TS - All students including SpEd Strategy's Expected Result/Impact: MAP, LLI, Istation reports, WRAP assessment reports, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies. [PBM] TS - All students including SpEd Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide library books and online resources to support all learning styles. TS - All students including SpEd Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continue the campus use of Accelerated Reading Instruction Strategy's Expected Result/Impact: AR reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. TS - All students including SpEd Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. TS - All students including SpEd Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project. TS - GT Students Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - 199 - \$1,465 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. TS - GT students Strategy's Expected Result/Impact: Class rosters and pull out teams Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. TS - GT students Strategy's Expected Result/Impact: Pull out teams and student work Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.




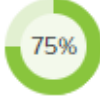






Targeted or ESF High Priority

Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: 1) Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. TS - 504 Students Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. TS - All students including SpEd Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, LLI, Istation reports, Report card data, Staff Responsible for Monitoring: Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: At-Risk - 199 - General Fund - 199 - \$2,350 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. TS - All students including SpEd Strategy's Expected Result/Impact: AWARE reports, intervention reports, grade reports, LLI and Soluciones data, MAP reports, and Istation reports Staff Responsible for Monitoring: Campus instructional coaches, intervention team, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extended Day - Extended Day/Tutorial - 199 - \$4,960, Title 1 Instructional Aides salaries - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$81,369.18, 21st Century Afterschool Program - 21st CCLC Grant - 265 - \$54,827.21 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at risk students. TS - All students including SpEd Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Parent Coordinator (Title 1) - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$19,966.30 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. TS - All students including SpEd Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. TS - All students including SpEd Strategy's Expected Result/Impact: AWARE Reports, Intervention Reports, Grade Reports Staff Responsible for Monitoring: Campus administrators, Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, grade reports Staff Responsible for Monitoring: Campus Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 7: All staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Targeted or ESF High Priority

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. [PBM] TS - All students including SpEd Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. TS - All students including SpEd Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. [PBM] TS - All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Bilingual/ESL - 199 - General Fund - 199 - \$3,123 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement the ESL scope and sequence at all grade levels. TS -All students including SpEd Strategy's Expected Result/Impact: Lesson Plans, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.











Targeted or ESF High Priority

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. TS - All students including SpEd Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plans, including safety drills. TS - All students including SpEd Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. TS - All students including SpEd Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang awareness and Character Education programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. TS - All students including SpEd Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Administrators, Counselors, Intervention Team, LSSP, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Targeted or ESF High Priority

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis.. TS - All students including SpEd Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. TS - All students including SpEd Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide parent education opportunities for coordinated school health at each campus. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.








Targeted or ESF High Priority

Evaluation Data Sources: Grade reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson plans, Gradespeed reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. TS - All students including SpEd Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson plans, Gradespeed reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. TS - All students including SpEd Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district wide grade and/or content appropriate retest standards. TS - All students including SpEd Strategy's Expected Result/Impact: Weekly lesson plans, Gradespeed reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. TS - All students including SpEd Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia Teacher salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$39,197.79, Title 1 Office Clerk salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$25,934.86 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. TS - All students including SpEd Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administrators, nurse, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. TS - All students including SpEd Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.









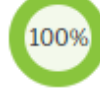

Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.










Targeted or ESF High Priority










Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data








Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. TS - All students including SpEd Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. TS - All students including SpEd Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. TS - All students including SpEd Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed withing the required time-lines. TS - All students including SpEd Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for specials education evaluation. TS - All students including SpEd Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms. TS - All students including SpEd Strategy's Expected Result/Impact: STAAR and STAAR ALT participation requirement forms Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. TS - All students including SpEd Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. TS - All SpEd students Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Additional Targeted Support Strategy Funding Sources: Spec Ed - 199 - General Fund - 199 - \$981 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special education teachers are included in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District personnel programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. | Formative | | |
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| TS - All students including SpEd Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician; CLT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math |  |  |  |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Targeted or ESF High Priority

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. TS - All students including SpEd Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom." TS - All students including SpEd Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. TS - All students including SpEd Strategy's Expected Result/Impact: Teacher T-TESS, teacher and campus, lesson plans Staff Responsible for Monitoring: Administrators, technology liaison, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. TS - All students including SpEd Strategy's Expected Result/Impact: Inventory reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 1) Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. | Formative | | |
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| Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselors, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - Additional Targeted Support Strategy |  |  |  |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide mentors and staff development opportunities to new personnel. TS - All students including SpEd Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. TS - All students including SpEd Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. [4.5.1] TS - All students including SpEd Strategy's Expected Result/Impact: Lesson plans, Walkthroughs Staff Responsible for Monitoring: Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$536.84 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. TS - All students including SpEd Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education at all campuses on various topics. TS - All students including SpEd Strategy's Expected Result/Impact: Parent Logs, agendas , sign-in sheets Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. TS - All students including SpEd Strategy's Expected Result/Impact: Agendas, sign-in sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. TS - All students including SpEd Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Instructional Coaches, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the campus website and through parent visits/contacts. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Technology Liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data, test results, etc. TS - All students including SpEd33 Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Campus administrator, Counselor, instructional coaches, technology liaison, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Title 1 Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$3,067.42 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Met Objective


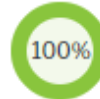





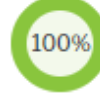
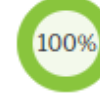
| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism. TS - All students including SpEd Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, Safety Patrol, etc.). TS - All students including SpEd Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organization rosters, flyers, donations, service projects Staff Responsible for Monitoring: Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers) TS - All students including SpEd Strategy's Expected Result/Impact: Awards and Ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care and kinesthetic learning. TS - All students including SpEd Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Administrators, counselors, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management training. TS - All students including SpEd Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). TS - All students including SpEd Strategy's Expected Result/Impact: Reduction of discipline referrals, Eduphoria reports Staff Responsible for Monitoring: Administrator, counselor, teachers, paraprofessional Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Recruit, support, retain teachers and principals. 4) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. TS - All students including SpEd Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.1 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum. TS - All students including SpEd Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Targeted or ESF High Priority

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 1) Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

L.F. Smith Elementary

2020-2021 Formative Review



Mission Statement

At LF Smith, we are committed to providing a safe environment, while collaborating, using research based practices to ensure that all students reach high levels of achievement.

Vision

BEST School - BEST Students - BEST Community!

LF Smith!

ROAR!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocatable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.






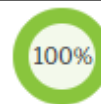



Performance Objective 1: By June of 2021, all 3rd and 4th grade students (all student groups including special education) will meet the STAAR reading target (44% or better), meet the STAAR math target (37% or better), and meet the growth targets for math and reading (66 and 71).










Targeted or ESF High Priority














Evaluation Data Sources: STAAR Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: PK to 4th grade teachers will follow district timelines and create lesson plans with greater depth/clarity to ensure that all students have access to the full curriculum. PF's will provide lesson plan training with a template to guide lesson planning process and PF's will provide ongoing lesson planning support. Strategy's Expected Result/Impact: Lesson plans are aligned to district curriculum and campus power standards. Staff Responsible for Monitoring: Teachers that plan for each content area, team leaders, PF's, and administrators. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Administer MAP test BOY, MOY, and EOY for 3rd and 4th grade students, and meet with teacher teams to review data and create next steps based on data. Strategy's Expected Result/Impact: MAP growth data Staff Responsible for Monitoring: Teachers, Special Education teachers, PF's, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Disaggregate 2018-2019 campus STAAR data and ongoing common assessment/MAP data to evaluate student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Teachers will use baseline assessments to encourage students to set class and personal goals for growth. Collaborative discussions and problem solving will take place during weekly team PLC meetings. Weekly administrative leadership meetings will review common assessments and data will be charted. Strategy's Expected Result/Impact: WIN groups and improvements in common assessment and MAP data. Revised scheduling to meet needs of all students. Growth over time (class averages and individual scores) on tests. Staff Responsible for Monitoring: Team Leaders, Teachers, Special Education teachers, Administrators and PF's. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Hold 4th grade transition meetings and align ESL instructional levels. Strategy's Expected Result/Impact: 4th grade students will have a successful transition to middle school with alignment of educational programs. Staff Responsible for Monitoring: 4th grade teachers, and administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide all teachers (PK through 4th grade and specials staff & admin) with instructional materials necessary to implement the curriculum (foldable paper, books for library, copy paper, markers, etc.). Strategy's Expected Result/Impact: Lesson plans / Student products Staff Responsible for Monitoring: Team Leaders / Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: General Funds for Instructional Supplies - 199 - General Fund - \$17,000, - 263 - Title III A - Bilingual Education, Language - \$3,639 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| <p>Strategy 6: Title I staff (PFs, CIS, DAIT, aides, Counselor) will be utilized to provide academic and behavioral support to students (including special education) and coaching for teachers. Lesson planning support and training will be provided to 3rd and 4th grades by PF's.</p> <p>Strategy's Expected Result/Impact: Coaching and tutoring schedule, counselor's schedule, improvement in academic areas for student receiving academic support, improvement in behavioral areas for students receiving behavioral support, improvement in teacher walkthroughs based on coaching.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 personnel, PF, teachers, dyslexia intervention, aide, CIS - 211 - Title 1 A - Economically Disadvantaged Study - \$313,207</p> | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| <p>Strategy 7: Hire "during the day" or after school tutorial support personnel to assist with WIN/LLI/Soluciones or grade level targeted tutoring</p> <p>Strategy's Expected Result/Impact: Scheduled enrichment and remediation groups are able to meet with minimal cancellations.</p> <p>Staff Responsible for Monitoring: Intervention teacher / Administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: Title 1 - Instructional - Salaries for WIN and LLI Support - 211 - Title 1 A - Economically Disadvantaged Study - \$11,000, Salaries for WIN and LLI Support - State Compensatory Funds - \$5,900</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Utilize grade level and case manager based intervention teams to provide input/strategies/allocation of additional personnel for teachers on how to assist all students who are or may be at-risk including but not limited to migrant, dyslexic, and LEP students.</p> <p>Strategy's Expected Result/Impact: Intervention Team Minutes, Academic Improvement for at-risk students</p> <p>Staff Responsible for Monitoring: Intervention Chairpersons, Team Leaders, Teachers, and Case Managers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate, and ensure ELD time is reflected in teacher's daily schedules and lesson plans. Strategy's Expected Result/Impact: LPAC minutes & lesson plans; testing language selected based on data. Staff Responsible for Monitoring: LPAC Committee & Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Clerk - 263 - Title III A - Bilingual Education, Language - \$29,508 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide GT students with differentiated instructional opportunities in the general education setting and in a GT pullout program. Strategy's Expected Result/Impact: Lesson plans, walkthroughs Staff Responsible for Monitoring: Teacher, GT Pullout Teacher, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Implement reading, writing, math, and science instructional software in PK through 4th grade such as Education Galaxy, United Streaming, Brain Pop, iStation, Waterford, DreamBox, Reading A-Z, Star Early Literacy, Accelerated Reading, etc. Strategy's Expected Result/Impact: Lesson plans, walkthroughs & reports showing program usage Staff Responsible for Monitoring: Teachers, PF's, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Star Early Literacy, Reading A-Z, AR, Scholastic, etc. - 199 - General Fund - \$9,169 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: By May 2021, 90% of all 2nd grade students (all groups including special education) will read at guided reading level M or beyond OR they will have progressed at least 4 reading levels from the BOY assessment.

Evaluation Data Sources: BAS/Running Record Data

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Increase the use of the Accelerated Reading Program (PK through 4th grade) by increasing opportunities for students to build fluency by reading silently in the classroom and by increasing motivation for the program with Bounce for Books, Summer Reading Rewards, Little Free Library, Stop the Summer Slide Program, and the AR Carnival. Strategy's Expected Result/Impact: Increased number of students meeting personal AR goals and increased library circulation. Staff Responsible for Monitoring: Teachers, Librarian, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: By May 2021, 90% of all 1st grade students (including special education) will read at guided reading level H or beyond.

Evaluation Data Sources: BAS / Running Records

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Increase the use of the Accelerated Reading Program (PK through 4th grade) by increasing opportunities for students to build fluency by reading silently in the classroom and by increasing motivation for the program with Bounce for Books, Summer Reading Rewards, Little Free Library, Stop the Summer Slide Program, and the AR Carnival. Strategy's Expected Result/Impact: Increased number of students meeting personal AR goals and increased library circulation. Staff Responsible for Monitoring: Teachers, Librarian, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will create instructional groups for WIN time and the classroom using common assessment data, CBA data, Project Read/Esperanza data, MAP data, etc. Strategy's Expected Result/Impact: improved grade level SE scores from common assessments / MAP growth / Kamico growth. Staff Responsible for Monitoring: Teachers, Team Leaders, Intervention Teacher, and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: By May 2021, 90% of all 1st grade students will be able to add and subtract up to 20 (math facts) with automaticity.

Evaluation Data Sources: Teacher data charts or XtraMath reports

Summative Evaluation: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will ensure that students have time to work on DreamBox and XtraMath to promote math fluency. Strategy's Expected Result/Impact: Improved addition and subtraction fact fluency to 20. Staff Responsible for Monitoring: Teachers, team leaders, PF's, and Administrators. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: District fact fluency workstations will be utilized to help students achieve mastery of facts. Strategy's Expected Result/Impact: Improved addition and subtraction fact fluency Staff Responsible for Monitoring: PF's, team leader, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: By May 2021, 90% of all Kindergarten students will read at guided reading level D or beyond.

Evaluation Data Sources: BAS / Running Records

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Implement the use of LLI, guided reading and Istation to improve reading levels. Strategy's Expected Result/Impact: One year's growth from Aug to May 2021 Staff Responsible for Monitoring: Teachers, PFs, Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: By May 2021, 90% of all Kindergarten students will be able to represent numbers 0-20.

Evaluation Data Sources: Teacher data charts

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Kindergarten teachers will follow district timelines so that students have access to the full curriculum. Strategy's Expected Result/Impact: Improved student performances on CBA's for each 9-week period. Staff Responsible for Monitoring: Team leader and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings. Strategy's Expected Result/Impact: WIN groups and improvements in common assessments. Revised scheduling to meet needs of all students. Staff Responsible for Monitoring: Team Leaders, Teachers, Special Education teachers, Administrators and PF's. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each

student.

Performance Objective 7: By May 2021, 90% of all PK students will know 20-21 upper and lower case letters and sounds.

Evaluation Data Sources: EOY PK Literacy Assessment

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines. Strategy's Expected Result/Impact: Improved student performance based on teacher rubrics / teacher assessment binder for each 12-week period. Staff Responsible for Monitoring: Team leader and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings. Strategy's Expected Result/Impact: WIN groups and improvements in common assessments. Revised scheduling to meet needs of all students. Staff Responsible for Monitoring: Team Leaders, Teachers, Special Education teachers, Administrators and PF's. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: By May 2021, 90% of all PK students will be able to make sets 1-10.

Evaluation Data Sources: Teacher data charts

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines. Strategy's Expected Result/Impact: Improved student performance based on teacher rubrics / teacher assessment binder for each 12-week period. Staff Responsible for Monitoring: Team leader and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings. Strategy's Expected Result/Impact: WIN groups and improvements in common assessments. Revised scheduling to meet needs of all students. Staff Responsible for Monitoring: Team Leaders, Teachers, Special Education teachers, Administrators and PF's. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: By May 2021, 90% of all PK students will be able to recognize numbers to 20.

Evaluation Data Sources: Teacher data charts

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Pre-K teachers will follow district timelines so that students have access to the full range of PK guidelines. Strategy's Expected Result/Impact: Improved student performance based on teacher rubrics / teacher assessment binder for each 12-week period. Staff Responsible for Monitoring: Team leader and administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Teams will evaluate common assessment data to track student progress, align instructional strategies, and provide for reteaching opportunities through WIN. Collaborative discussions and problem solving will take place during weekly team PLC meetings and weekly administrative leadership meetings. Strategy's Expected Result/Impact: WIN groups and improvements in common assessments. Revised scheduling to meet needs of all students. Staff Responsible for Monitoring: Team Leaders, Teachers, Special Education teachers, Administrators and PF's. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |












Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.








Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students will be encouraged to learn more about colleges and attend college as staff members spotlight colleges and universities during College Week. Strategy's Expected Result/Impact: Classroom doors decorated with pennants/information about colleges and universities. College flags displayed in main hallway. Hallways named after colleges. Staff Responsible for Monitoring: Counselor, Teachers, CIS Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage students to consider potential careers by having a career dress up day. We will have weekly college and career spotlights on morning announcements. Strategy's Expected Result/Impact: Student Participation in Career Dress Up Day during October (Red Ribbon Week). What I want to be when I grow up to big me! Staff Responsible for Monitoring: Counselor, Administrators, Teachers, CIS Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: 3rd and 4th Grade Students will participate in virtual Career Day so that they have the opportunity to hear speakers talk about a wide variety of career opportunities. Strategy's Expected Result/Impact: Students will give positive impact on the results of Career Day (May 20, 2021). Staff Responsible for Monitoring: Counselor, CIS Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 4th Grade students will participate in career guidance lessons. Strategy's Expected Result/Impact: Counselor lesson plans - lunch, videos - week of May 17, 2021. Pathway Career videos and info to students. Staff Responsible for Monitoring: Counselor, CIS, HS Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students and faculty members will be encouraged to create and post university pennants showing where they attended college or would like to attend college. Strategy's Expected Result/Impact: Pennants (October/November) Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: 3rd and 4th Grade students will be invited to participate in Student Council where they will have the opportunity to take on leadership roles. Strategy's Expected Result/Impact: StuCo Meeting Participation Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The campus will begin learning and implementing AVID strategies so that students can be better prepared for middle school and gain learning strategies to be a successful student. | Formative | | |
| | Mar | June | Aug |










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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be highly qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Personnel records, mentoring documentation and Para training sheets

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Recruit new teachers through alternative certification programs. Strategy's Expected Result/Impact: Teachers hired through alternative certification programs. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: A core team of teachers and administrators will be trained in CPI and TBSI. Strategy's Expected Result/Impact: Training certificates Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Staff will participate in beginning of year staff development which will include T-TESS training, 7 Steps Training, Whole Brain Teaching Training, Handbook, Math/Reading Focus training, and new school procedures, etc. Strategy's Expected Result/Impact: Implementation as noted in walkthroughs Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Counselor and/or parent coordinator and encourage them to attend Professional Development Conference. Strategy's Expected Result/Impact: Learn new ways to increase parents involvement in their child's education and to enhance parenting skills Staff Responsible for Monitoring: Counselor, Parent Coordinator Funding Sources: Title 1 Parent - Counselor Conference - 211 - Title 1 A - Economically Disadvantaged Study - \$21,013 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

















Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Counselor logs, sign-in sheets, surveys

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Tuesday folders and digital communication for all students to facilitate home/school communication about academics, behavior, and school events. Strategy's Expected Result/Impact: Tuesday folder, Class Dojo, Remind, School Messenger Staff Responsible for Monitoring: Administrators, teachers, parent coordinator Funding Sources: Tuesday Folders - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parents with the virtual opportunity to attend a one-on-one report card conference with their child's teacher each 9-week period. During the 1st 9-week period, teachers will review the parent/teacher/student compact with parents. Strategy's Expected Result/Impact: Scheduled virtual conferences Staff Responsible for Monitoring: Administrators, teachers, counselor, parent coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Invite parents to attend virtual Title I informational meeting (as part of FUN Night) to explain the advantages students receive as a member of a Title I school. Parent policy will be reviewed at the meeting as well. Strategy's Expected Result/Impact: Sign-in sheets & Parent Involvement Policy Staff Responsible for Monitoring: Counselor, parent coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide in-home training for eligible parents of PPCD students when needed. Strategy's Expected Result/Impact: In-home training records Staff Responsible for Monitoring: PPCD teacher Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize parent/teacher/student compact to help parents realize their role in their child's education. Compact reviewed during first 9-weeks report card conference. Strategy's Expected Result/Impact: compacts Staff Responsible for Monitoring: Counselor, teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Parents will be active stakeholders in the campus by participating in the LPAC committee, SBDM committee, and volunteering activities. Strategy's Expected Result/Impact: Parent sign-in sheets Staff Responsible for Monitoring: Counselor, Parent Coordinator, CIS Coordinator, AP Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Parents and students will be invited to participate in a Christmas Craft Night, FUN Night, Mad Science Night, Trunk or Treat, Watch Dogs, Dominoes with Dads, Muffins with Moms, Las School Madres, parenting classes, and other academic and/or fun family learning activities. Information on parenting skills will also be provided during events. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Counselor, CIS Coordinator, Parent Coordinator, and teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Title I - Parent (Science Night, Christmas Craft, Unplugged, etc.) - 211 - Title 1 A - Economically Disadvantaged Study - \$4,045 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide a parent room where parents can assist on school-wide projects as well as a place for parents to take educational classes. Strategy's Expected Result/Impact: Parent room with accessible materials Staff Responsible for Monitoring: Counselor, CIS Coordinator, and Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide parents with the opportunity to attend grade level music programs so they can see their child perform. Strategy's Expected Result/Impact: Attendance Staff Responsible for Monitoring: Music teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide monthly student calendar to notify parents about school events and school web and Facebook page so that parents can stay informed about school events and have access to educational websites. Strategy's Expected Result/Impact: Monthly calendar Staff Responsible for Monitoring: Counselor | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






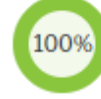
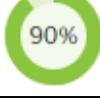

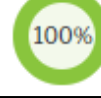
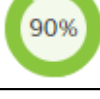
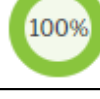
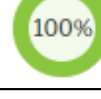




Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community/business involvement with neighboring businesses.

Evaluation Data Sources: Donation reports, community participation in school events

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Partner with Mi Tienda and Serrano Insurance to provide materials for parent events or classroom activities. Strategy's Expected Result/Impact: Donation Report Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Partner with Champions staff to provide parents with alternative after school care at L.F. Smith. Strategy's Expected Result/Impact: Champions participation Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Partner with Houston Food Bank to provide Backpack Buddy Program and Mobile of the Month and Produce Mobile. Strategy's Expected Result/Impact: sign-off sheets for backpack program Staff Responsible for Monitoring: Counselor, CIS, Parent Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Partner with CIS to provide on-site CIS coordinator. CIS coordinator will provide students with supportive guidance and counseling, assist with parent and family engagement activities, promote college and career awareness, and assist with other school supportive activities (i.e. attendance, academic tutoring, etc.). Strategy's Expected Result/Impact: Increase in parental involvement, increase in number of students served for supportive guidance, counseling, and academic supports. Staff Responsible for Monitoring: Administrators, Counselor, CIS Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2 Funding Sources: Instructional Fund (\$1750.00 each) for CIS Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500 | Formative | | |
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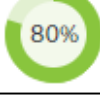


| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 5: Partner with ABC Dental to provide dental screenings. Strategy's Expected Result/Impact: Dental screenings for students Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Partner with Harris County Health and Human Services to provide educational hygiene classes. Strategy's Expected Result/Impact: Hygiene classes for students Staff Responsible for Monitoring: Counselor, Nurse, CIS Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Partner with VSP to provide eyeglass vouchers (25) for students needing glasses. Strategy's Expected Result/Impact: Match students with poor vision and financial needs to vouchers Staff Responsible for Monitoring: Counselor, Nurse, CIS Coordinator, Parent Coordinator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Partner with Lion's Club to provide eyeglasses for students needing glasses. Strategy's Expected Result/Impact: Match students with poor vision and financial needs to available resources. Staff Responsible for Monitoring: Counselor, Nurse, CIS Coordinator | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Sign-in sheets

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Core team will continue to refine Safe and Civil school procedures. Faculty and staff will receive refresher procedural training during handbook conversations at the beginning of the year with updates throughout the year as needed. Parents, students, and staff will be surveyed as part of the Safe and Civil Schools process. Strategy's Expected Result/Impact: Adherence to PAWS lesson plans and walkthroughs Staff Responsible for Monitoring: Safe and Civil Team, parent coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Staff will be trained to keep building secure and students and staff safe with the following procedures: Raptor system utilization, office sign-in sheets to monitor campus visitors, proper use of custodian documents, locked exterior doors, and blue-wave system, etc. Strategy's Expected Result/Impact: Badges for all visitors, office sign-in sheets, secured custodial documents, appropriately utilized blue-wave system with all exterior doors locked except front doors. Staff Responsible for Monitoring: Administrators, office personnel | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Work with district personnel and campus Safe and Civil Schools team to promote school safety and restructure common areas. Strategy's Expected Result/Impact: Improved structure in school common areas as evaluated by parent, student, and staff surveys. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Train crisis management team on procedures and location of equipment and HVAC shutdown. Strategy's Expected Result/Impact: Crisis Meeting Agenda Staff Responsible for Monitoring: Crisis Chairperson | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Partner with Fiesta to provide an alternative evacuation site for students/staff. Strategy's Expected Result/Impact: Verbal agreement with Fiesta Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Train staff so that they can train students (as appropriate) on safety and security procedures such as: fire drills, tornado drills, ALICE procedures, shelter in place drills, medical emergencies, etc. Counselor will continue to work with students in K-4 on ALICE safety system. Strategy's Expected Result/Impact: School Drills / Appropriate safety procedures Staff Responsible for Monitoring: Crisis Chairperson / Administrators / Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continue student badge system to promote student safety. Strategy's Expected Result/Impact: Ability to track how students exited campus at dismissal Staff Responsible for Monitoring: Administrators, attendance clerk Funding Sources: Raptor - Student Badges & printer ink - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Create a safe environment for students and staff by providing PPE during the pandemic. Strategy's Expected Result/Impact: Safety for students and staff as they move about the school building. Staff Responsible for Monitoring: Front staff, admin, counselor, nurse ESF Levers: Lever 3: Positive School Culture Funding Sources: radios, mask keeper, sanitation stations, face shields, gloves, terry towels, sneeze guard, mobile cart for clinic, power surges - 199 - General Fund - \$5,465 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: During the current school year, we will sustain a focus on promoting staff and student physical and emotional well-being and citizenship as measured by staff and student participation in citizenship and wellness activities and student attendance.

Evaluation Data Sources: Guidelines for Success, CHAC Team Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Integrate a set of planned, sequential, school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, and educational development of students. Strategy's Expected Result/Impact: Participation in Walk for Sight, Get Fit Jog, etc. Staff Responsible for Monitoring: CHAC Committee, PE teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Incorporate lessons to include fundamental information on A&P, exercises, and the benefits of healthy lifestyle choices. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: CHAC Committee / teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Educate students on healthy nutrition and promote practice of healthy eating habits to include: fruit of the month, cafeteria advertisement of healthy food, FGP, and newsletters. Strategy's Expected Result/Impact: PE bulletin board, newsletters, and PE lesson plans Staff Responsible for Monitoring: Counselor, CHAC Committee, PE staff, and Cafeteria staff | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Lomax Middle School

2020-2021 Formative Review



Mission Statement

We are putting students at the center of their learning, equipping them with skills needed for success in college, career and life.

Vision

Every student is equipped to lead a fulfilled life - one with purpose, community, strong relationships and health.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| Goal 3: We will actively recruit, develop, and retain a highly qualified staff. | 18 |
| Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders. | 22 |
| Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff. | 29 |
| Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems. | 31 |










Goals






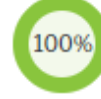

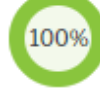





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 1: Utilizing a measurable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to SE-based instructional targets.

Evaluation Data Sources: AEIS Report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administrative and instructional staff will utilize MAP testing, the Personalized Learning Platform, Aware, and other tools of data collection to analyze student performance every 9 weeks. Strategy's Expected Result/Impact: Assessment Results and Reports, MAP Data Staff Responsible for Monitoring: All Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will focus on the targeted SEs and cognitive skills by using standard clarifications and cognitive skill rubrics during backwards planning to improve instruction. Strategy's Expected Result/Impact: Department Meeting Agendas, Vertical alignment meetings Staff Responsible for Monitoring: Teachers, Administrators, Instructional coaches. | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will collaborate in a department PLC to analyze data, plan common workshops and lessons by aligning, sharing, and utilizing resources available to the campus. Strategy's Expected Result/Impact: Lesson Plans and Assessments, Sign - In Sheets Staff Responsible for Monitoring: Department Heads, Instructional coaches, Administrators | Formative | | |
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



| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: All staff will integrate SIOP/7 Steps strategies into daily classroom instruction. Strategy's Expected Result/Impact: Walkthroughs and Lesson Plans Staff Responsible for Monitoring: Administrators, PFs, All Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teams will use the Personalized Learning platform to assist students in becoming self-directed learners by setting goals, using routines and procedures that support habits of success. Strategy's Expected Result/Impact: Teachers will monitor timeline on student dashboard to see if student is on target and provide timely feedback. Staff Responsible for Monitoring: Team Teachers, Instructional coaches, Admin. Funding Sources: Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$72,410.93, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$25,983.61 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques Strategy's Expected Result/Impact: MAP/STAAR/IAT/SGI/Lesson Plans/Walkthroughs Staff Responsible for Monitoring: Campus Coaches/Admin Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$10,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 2: We will ensure rigorous curriculum and student driven learning experiences that promote real life application.

Evaluation Data Sources: Summit Learning Data which includes student career goals, application of cognitive skills in projects and concept units.

Summative Evaluation: Met Objective



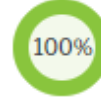




| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will plan and include high impact processing opportunities for whole group and small group instruction on a weekly basis that meet the needs of all students utilizing district and campus spotlights; such as AVID, Technology, SIOP, and 7 Steps. Strategy's Expected Result/Impact: Lesson Plans and Walkthroughs Staff Responsible for Monitoring: All administrative and instructional staff Comprehensive Support Strategy Funding Sources: Staff Development - 211 - Title I A - Economically Disadvantaged Study - \$2,000, Materials for Implementing Strategies - 263 - Title III A - Bilingual Education, Language - \$802.27 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor curriculum implementation through formal and informal observations using the summit walk-through tools. Strategy's Expected Result/Impact: Walkthrough data is shared with the teacher with the expectation of teacher reflection that initiates measurable goals and action plans. The plan of action will be a collaborative endeavor with the instructional coaches. Staff Responsible for Monitoring: Teachers, Administrative Team, Instructional Coaches | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 3: The Intervention Assistance Team, which includes classroom teachers, intervention teacher, and counselors will meet to monitor, implement or modify intervention strategies for At risk students which may include 504's, Tier II students, and Tier III students.

Evaluation Data Sources: Platform data, Lesson Plans, Department Meetings, Teacher Feedback MAP testing and RTI meetings

Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The Intervention Assistance Team will meet every 6 - 9 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests. Strategy's Expected Result/Impact: Meeting Minutes, Mizuni Reports, pull out groups, student samples, MAP data, Personalized Learning Platform data Staff Responsible for Monitoring: Intervention Assistance Team | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 4: Data driven instruction will be planned for using diagnostic and content assessments, MAP testing, curriculum based assessments, checkpoints for cognitive skills and other various resources for monitoring of students.














Evaluation Data Sources: Walkthroughs, Lesson Plans, Department Meetings, GLT meetings

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Based on the data, teachers in the PLC'S will plan for just in time scaffolds and extensions necessary for students to meaningfully engage in the lessons planned. Strategy's Expected Result/Impact: Student achievement as measured on STAAR. Staff Responsible for Monitoring: All instructional staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will develop and incorporate workshops to support the district's PLP scope and sequence. Strategy's Expected Result/Impact: Data from walk-throughs Staff Responsible for Monitoring: Admin, PF's & core content teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Personalized Learning - teaching students to be self-directed learners Strategy's Expected Result/Impact: Dashboard will show student on appropriate timeline. Staff Responsible for Monitoring: Team Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.













Performance Objective 5: Various resources will be used by teachers for monitoring of student expectations.

















| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Teachers will incorporate a variety of resources for instruction, reteaching, assessment, and homework; such as Personalized Learning Platform, Edusmart, Schoology, Stemscope & Dreambox. Strategy's Expected Result/Impact: Progress of students on STAAR in Reading, Math, and Science Staff Responsible for Monitoring: All Teachers Funding Sources: Staff Development on Instructional Strategies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: AVID Strategies will be used by teachers to raise the level of rigor. Strategy's Expected Result/Impact: Planners and 2/3 Column Notes Staff Responsible for Monitoring: Teachers, PF's and Admin Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Mentoring 1:1 Check-ins Strategy's Expected Result/Impact: Platform Folders Staff Responsible for Monitoring: All Mentoring Teachers | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 6: A special population of student needs which includes Special Education, dyslexic students and speech will be serviced through customization of programs in addition to regular instruction.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will use manipulatives, literacy strategies and best practices on a daily basis to increase knowledge of the content area. Spec. Ed., Dyslexic students and speech will receive additional support through the use of various programs and extended day throughout the 9 weeks. Strategy's Expected Result/Impact: Lesson Plans and walkthroughs Staff Responsible for Monitoring: Administrators, Instructional coaches, Dyslexia Intervention Specialist, Counselors All teachers Comprehensive Support Strategy Funding Sources: Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,003.29 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize personnel to implement research-based programs designed to accelerate student learning for at-risk students. Strategy's Expected Result/Impact: Assessment results Staff Responsible for Monitoring: Administration Funding Sources: Salaries or Wages for Sub - 211 - Title 1 A - Economically Disadvantaged Study - \$430, Social Security/Medicare - 211 - Title 1 A - Economically Disadvantaged Study - \$150, Salaries or Wages for Teacher (Extended Day & Support) - 211 - Title 1 A - Economically Disadvantaged Study - \$8,700, Teacher Retirement/TRS - 211 - Title 1 A - Economically Disadvantaged Study - \$1,030 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilization of ESL strategies in every class and implementation of ELPS. Strategy's Expected Result/Impact: Classroom observations, lesson plans Staff Responsible for Monitoring: Administrators, Instructional Coaches, Department Heads | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 4) Morning tutorials Strategy's Expected Result/Impact: Data that shows improvement Staff Responsible for Monitoring: Instructional Aide | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Extended Day Tutorials for Math, Reading and Science Strategy's Expected Result/Impact: Data Collected during tutorials Staff Responsible for Monitoring: Teachers, Instructional Coaches Comprehensive Support Strategy Funding Sources: Teachers - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: RTI - Intervention Math/Reading Strategy's Expected Result/Impact: LLi Curriculum will be complete Staff Responsible for Monitoring: Intervention Teachers & Instructional Coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Reads/Solves - partial group interventions based on SE data Strategy's Expected Result/Impact: Data collected during small groups Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: 8) Office hours and SDL time: partial group interventions Strategy's Expected Result/Impact: Data collected during small group Staff Responsible for Monitoring: Teachers Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 7: 100 % of students will use self-selected reading to instill an enjoyment of reading. Students will be encouraged to read various materials and provided incentives to read throughout the year.

Evaluation Data Sources: Library Circulation

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students will participate in the following activities as they develop an enthusiasm for reading: Tweens Read, Read Across America, book fairs, Name That Book, author's works emphasized with books, displays, and videos, library cards from Pasadena Public Library, and Author/Illustrator visits. Staff development on technology resources will be available to teachers as well as how to use these programs. Strategy's Expected Result/Impact: Student interest and participation in reading activities. Staff Responsible for Monitoring: Librarian, Reading Department Funding Sources: Book Sets for Bilingual Classes - 263 - Title III A - Bilingual Education, Language - \$400, Books for Students - 211 - Title 1 A - Economically Disadvantaged Study - \$1,500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Self-selected reading will help instill an enjoyment of reading by having Reads/Solves, an Accelerated Reader - Incentive Program, Leisure Reading Areas/Centers, Trade Books, Library Circulation, High School Mentors, and Daily Silent Sustained Reading. Strategy's Expected Result/Impact: Observations, participation, books and reading logs will be used for evaluation. Staff Responsible for Monitoring: All Staff Members | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 8: 100% of campus departments will create smart goals based on student performance.

Evaluation Data Sources: Aware, Testing Results, Diagnostic and Content Assessments, MAP testing

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Each department will create a smart goal for the current school year based on previous STAAR results. Strategy's Expected Result/Impact: Testing Results, STAAR Staff Responsible for Monitoring: Admin, PF's, Department Heads | Formative | | |
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



| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Each core area department will create yearly smart goals that reflect student progress which will be continually assessed and refined to meet the needs of all students. Strategy's Expected Result/Impact: Testing results, informal assessments Staff Responsible for Monitoring: Admin, Pf's, Department Heads | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 9: Students will be grouped throughout the year to meet all students' needs. Grouping patterns will include student ability, GT grouping, flexible skills, and collaborative strategies. Inclusion practices will ensure that special education, at-risk, migrant, homeless, and ESL/Bilingual students receive appropriate instruction in the regular classroom.

Evaluation Data Sources: Increase in classroom performance on content assessments, CBAs, and STAAR test prior to the past administrations.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Weekly workshops will take place in reading, math, social studies and science focusing on accelerated instruction for all students to be successful. Strategy's Expected Result/Impact: CBA, Content Assessments, Formal and Informal Assessments, MAP data, Cognitive Skills for Projects. Staff Responsible for Monitoring: ALL Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 10: The special population needs which includes Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through customization of programs in addition to regular instruction.













Summative Evaluation: Met Objective














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 11: The campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: STAAR Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSPED Reports Staff Responsible for Monitoring: Administrative team, Diagnostician | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSPED Reports, ARD Minutes Staff Responsible for Monitoring: Administration, Diagnostician, LSSP, SPED Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Administration, Diagnostician, SPED Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Parent Communication Staff Responsible for Monitoring: Administrators, SPED Teachers, Diagnostician | Formative | | |
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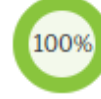
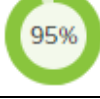
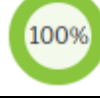





| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR- (i.e., PPLAAFPs, IEPs, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: ARD Minutes, District Documentation Staff Responsible for Monitoring: Administrators, SPED Teachers, Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Campus Walkthrough Staff Responsible for Monitoring: Administrators, Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Administration, Diagnostician | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 12: Students whose academic performance on STAAR, common assessments, or benchmark tests indicates they are at-risk of non-mastery of the TEKS will be provided opportunities for reteach.

Evaluation Data Sources: Increase in classroom performance on content assessments, CBAs, and STAAR test prior to the past administrations.

Summative Evaluation: Met Objective



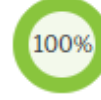
| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: All teachers will provide daily office hours for those students who are able to arrive by 8:10 a.m. Strategy's Expected Result/Impact: Assessment results and reports Staff Responsible for Monitoring: All instructional staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All reading, science, social studies and math teachers will provide weekly workshop tutoring based upon data and need. These groups will change as students demonstrate skill mastery. Strategy's Expected Result/Impact: Assessment results and reports Staff Responsible for Monitoring: All instructional staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will use data to identify students eligible to participate in Extended Day based upon summative assessment results and student subgroups. Strategy's Expected Result/Impact: Assessment results and reports Staff Responsible for Monitoring: All instructional staff | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.














Performance Objective 1: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 100% of students are introduced to college through a series of college readiness activities in the PLP. Strategy's Expected Result/Impact: student feedback Staff Responsible for Monitoring: Counselors, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Teachers and staff will spend time during college week discussing their college campus and experiences in order to promote interest and awareness of institutions of higher learning. Strategy's Expected Result/Impact: 100% participation Staff Responsible for Monitoring: All Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: An introduction to extracurricular activities, an important college prerequisite for students, will be conducted through student clubs. Strategy's Expected Result/Impact: 9th week club day activities Staff Responsible for Monitoring: All campus staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All students will receive academic planning lessons, which include goal setting, personal and career interests, as well as college university information. Strategy's Expected Result/Impact: School-wide college week activities, parent informational meetings, Lomax Broadcast Lessons delivery Staff Responsible for Monitoring: Counselors, All staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Throughout the year, teachers will utilize video clips about colleges during the broadcast to introduce students to post-secondary information. Strategy's Expected Result/Impact: 100% participation Staff Responsible for Monitoring: classroom teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Counselor & Teacher Mentors will hold sessions with students to set long and short term academic goals to establish career and college readiness skills. Strategy's Expected Result/Impact: Student Academic goals Staff Responsible for Monitoring: All Teachers & Counselors Funding Sources: Counselors/Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$47,393.32 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Through the Kids 2 College initiative, 6th grade students will be able to visit the University of Houston on a field trip. Strategy's Expected Result/Impact: Student Feedback on Awareness of College Opportunities Staff Responsible for Monitoring: Administration, Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: CLMS will provide students and families with additional opportunities to explore post-secondary opportunities (ex: college entrance information, Duke Tip, Advanced Academics). Strategy's Expected Result/Impact: Student and Family Feedback Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: 5th grade students will be able to visit San Jacinto Community College on a field trip. Strategy's Expected Result/Impact: Student Feedback on Awareness of College Opportunities Staff Responsible for Monitoring: Administration, Counselors | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Career Day Information, Kids 2 College Field Trip, College Week Involvement

Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will be provided real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans and walkthroughs Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will be provided opportunities to explore various career opportunities through an annual Career Day. Students will learn from professionals in the community about all types of careers and the skills needed to pursue the specific occupation. Strategy's Expected Result/Impact: Student and Presenter Feedback Staff Responsible for Monitoring: Counselors, Administration Funding Sources: Lunch - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: During the school year, selected 5th grade students will explore science, math and technology; incorporating these skills in real world operations and investigations. (STARBASE Program) Strategy's Expected Result/Impact: Student Product and Feed back Staff Responsible for Monitoring: Science Instructional Coach | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Staff Development Logs




Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: In the event of vacancies, administrators will work with the district human resources department to identify Highly Qualified Teachers. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Administrative Team, Human Resources, Teacher Leaders | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Carter Lomax will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers. Strategy's Expected Result/Impact: Walkthrough Data, Sign In Sheets, Technology Assessments Staff Responsible for Monitoring: Administration, Tech Liasion | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member. Strategy's Expected Result/Impact: Teacher observations that show mastery of TTESS domains will be used as a model to identify high teaching standards. Staff Responsible for Monitoring: Administrative team, Human Resources, Teachers Leaders | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: All new teachers will be paired up with a teacher to be their mentor throughout their first year at the school.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All new teachers will go to their mentor teacher when they have questions or concerns. They will meet at least once a week to discuss teaching strategies, classroom management, and areas of need. Strategy's Expected Result/Impact: Mentor Logs Staff Responsible for Monitoring: Peer Facilitators, Mentors | Formative | | |
| | Mar | June | Aug |
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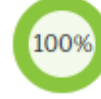




| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Each year all new teachers will receive a comprehensive introduction to Carter Lomax Middle School, Pasadena ISD, and the CLMS Community. Strategy's Expected Result/Impact: New teacher feedback Staff Responsible for Monitoring: Administrative Team, Mentors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: New teachers will attend monthly meetings where they will be given effective teaching strategies and classroom management tips. They will have an opportunity to voice questions or concerns. Strategy's Expected Result/Impact: Walkthroughs, Mentor teacher feedback Staff Responsible for Monitoring: Administrators, PFs, Mentors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: New teachers who belong to more than one label (ex:sped as well as math) will be paired with one official mentor within their discipline and one helper teacher who is responsible for answering questions or concerns regarding his/her area. Strategy's Expected Result/Impact: Mentor meetings notes, teacher feedback Staff Responsible for Monitoring: Mentors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: Provide Team Building opportunities to increase relationships throughout the building.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administrators and staff members will nominate a faculty member to be recognized at the district and state level for awards/honors that are appropriate for the individual. Strategy's Expected Result/Impact: End of the year awards Staff Responsible for Monitoring: Staff Members | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Administrators and staff members will nominate teachers for monthly teacher recognition. Strategy's Expected Result/Impact: Monthly awards Staff Responsible for Monitoring: Administration, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Staff members will voluntarily participate in "fun days" and social activities to develop school climate relationships. Strategy's Expected Result/Impact: Increased faculty camaraderie Staff Responsible for Monitoring: Courtesy and Climate Committees | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 4: The Lomax MERT Crisis Team has established a plan in the event a crisis might occur, drills are preformed regularly.

Summative Evaluation: Met Objective













| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: A team of school personnel has been established as the MERT crisis team. These faculty members are responsible for alerting all stakeholders involved in what is happening in triage situation. Strategy's Expected Result/Impact: Debriefing following crisis situation. Staff Responsible for Monitoring: Admin, R. Cruz, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills. Strategy's Expected Result/Impact: Feedback on drills Staff Responsible for Monitoring: Lomax Crisis Team, N. Penny, J. Kaatz, L. Mills | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the school year, the parent involvement program will continue to encourage collaborative partnerships with the parents, the campus and district.

Evaluation Data Sources: Parent involvement reports, Sign-In Sheets, Agendas, Calendars.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Parents will be invited to meet their child's teacher on Curriculum Connect Evening (Open House), held in September. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Administration | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The number of parent volunteers will increase by 5% from the prior school year. Strategy's Expected Result/Impact: Parent Volunteer Forms, Sign In sheets Staff Responsible for Monitoring: Administration, SBDM, Parent Coordinator, Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parent Education will be held monthly beginning in September and ending in May Strategy's Expected Result/Impact: Parent Survey, Sign In Sheets, Feedback Staff Responsible for Monitoring: Counselors, PF's, Admin Funding Sources: Guest Speaker - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parents will be recruited to mentor through parent events, flyers, newsletters and the marquee. A minimum of 2 Mentor Meetings per year in order to increase participation with the goal being to recruit 5% more mentors as compared to last year. Mentor meetings may be held virtually or put on hold due to COVID-19. Strategy's Expected Result/Impact: Mentors, Sign Up Sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Parents will be invited to student led conferences in September and January with the goal of 50% in attendance. Conferences may be held virtually or put on hold due to COVID-19. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselors, Admin, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Parents will have a Parent Resource Room, for volunteer and educational purposes. Strategy's Expected Result/Impact: Parent Feedback Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






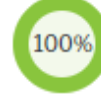


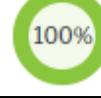
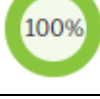
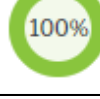
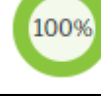




Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: The number of parent volunteer will continue to increase each year.

Evaluation Data Sources: parent involvement reports, parent feedback.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: In February a parent committee will meet to review and revise the parent policy, parent compact and parent calendar for the coming year. Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: In March, the SBDM will meet to review the parent involvement policy, parent compact, and parent calendar of events for the coming year. Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: SBDM | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: In August, Lomax Staff will recruit and encourage high parent involvement. Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parent meetings will occur monthly throughout the year to inform parents on how to help their students succeed in school. Strategy's Expected Result/Impact: Sign In Sheets, evaluations Staff Responsible for Monitoring: Counselors, Campus Depts, Pf's, Admin | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: A volunteer reception will be held at the last school family assembly to thank the volunteers for their time and support. Reception will held virtually or put on hold due to COVID-19. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselors, PFs, CD Team | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Numbers of parent volunteers are collected at each monthly event through sign in sheets. These numbers are submitted to the Title I district coordinator monthly. The numbers are reviewed by the campus parent coordinator on an annual basis to decide if the strategies are effective. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselor-Parent Coordinator | Formative | | |
| | Mar | June | Aug |
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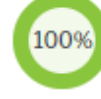
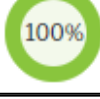
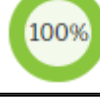
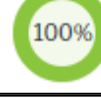
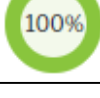

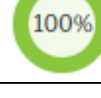
Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.











Performance Objective 3: Parent Education will occur throughout the school year in order to increase student's academic success.

Evaluation Data Sources: Parent involvement reports, parent surveys and feedback

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: A parent needs assessment will be completed by September. Strategy's Expected Result/Impact: Parent Survey Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The assessment will be collected, analyzed and graphed to determine what type of parent education program needs to be created for the school year. Strategy's Expected Result/Impact: Parent Survey, Feedback Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parent Education opportunities will be made throughout the year through avenues such as parent education nights, parent event committee meetings, Parent Connect Events and Activities; as well as the weekly Parent Connect newsletter. Strategy's Expected Result/Impact: Sign In Sheets, Parent Feedback Staff Responsible for Monitoring: Counselors, PFs | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parent literature will be sent out in English and Spanish and also made available in the office throughout the year. Strategy's Expected Result/Impact: Parent Feedback Staff Responsible for Monitoring: Counselors, PFs Funding Sources: Books/Pamphlets - 211 - Title 1 A - Economically Disadvantaged Study - \$125 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Parents will be invited to participate in Math, Science and ELAR information nights, they will learn strategies for each subject which can be applied at home. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Teachers, Counselors, Administration Funding Sources: Snacks Parent Nights/Days/Events - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000, Materials for Parent Events/Nights/Mentoring - 211 - Title 1 A - Economically Disadvantaged Study - \$900.05 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: 10% of parents will attend muffins for mom/donuts with dads and moving with mom/dribbling with dad. Parent event may be held virtually or put on hold due to COVID-19. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselors, PFs, Administration Funding Sources: Muffins & Donuts/ Lomax Parent Events- Mornings/Nights - 211 - Title 1 A - Economically Disadvantaged Study - \$942 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: 10% of grandparents will attend a grandparents week celebration in September. Due to COVID-19, grandparents week celebration will be held virtually due to COVID-19. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselor, PFs | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: In March 10% of the 6th grade parents will attend an information session on Kids 2 College program and receive information about college readiness and its relevance to 6th grade students. Strategy's Expected Result/Impact: Sign In Sheets, Parent Feedback Staff Responsible for Monitoring: Counselors, Social Studies Dept. | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: In May 10% of parents will attend an enrollment meeting that involves an overview of the Pre-AP classes and the 5th grade GT program. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: From November to February, GT and Advanced Performance students will be invited to participate in DUKE TIP program. Strategy's Expected Result/Impact: Enrollment, Parent Meeting, Sign In Sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 11: 5% of the our parents will attend parent information meetings about Career Pathways, this will be provided one per semester. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: SEL Team, Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: The first semester, 5% of parents will attend a bully prevention information session on how to equip their child with strategies for dealing with conflict. (Held with science Family Night) Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |


Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 4: Increase community involvement during the school year by expanding current community partnerships and creating new partnerships.

Evaluation Data Sources: Donation Reports, Volunteer Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Our team will seek parents and community members to mentor students through our Adopt-A-Colt program. Adopt-A-Colt program may be held virtually or put on hold due to COVID-19. Strategy's Expected Result/Impact: Increased number of mentors, Sign In Sheets, Survey Staff Responsible for Monitoring: Counselors, All Staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |











| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Expand learning opportunities for all students in school/community service through various student clubs. Student clubs will be put on hold due to COVID-19. Strategy's Expected Result/Impact: student participation Staff Responsible for Monitoring: Administration, Club sponsors, All Staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Recruit and retain community resources that provide campus incentives for student success. Strategy's Expected Result/Impact: Donation Reports Staff Responsible for Monitoring: Administration, teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Maintain successful annual career day by recruiting speakers from the community. Career Day will be held virtually or put on hold due to COVID-19. Strategy's Expected Result/Impact: Participation, percentage of returning volunteers Staff Responsible for Monitoring: Counselors, all staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Continue STEM experiences for at-risk students through our community partnership with StarBase. StarBase experience will be put on hold due to COVID-19. Strategy's Expected Result/Impact: Participation, preassessment, and post assessment Staff Responsible for Monitoring: Science PF | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Expand the knowledge of Cultural Diversity through spotlighting and providing activities for students throughout the school year on different cultures. Strategy's Expected Result/Impact: Student and Staff participation Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: During the current school year, 100% of students and staff will promote positive choices through using conscious discipline structures and strategies.

Evaluation Data Sources: Walkthrough Data, Teacher Feedback, CD Team Meetings, CD Coaching Feedback

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will incorporate conscious discipline structures such as: daily commitments, celebrations boards, wish wells, and jobs. Strategy's Expected Result/Impact: Teacher Feedback Staff Responsible for Monitoring: Teachers and Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Counselors will create and teach SEL Lessons throughout the school year. Strategy's Expected Result/Impact: Teachers using SEL language and strategies in their classrooms and through the broadcast system. Staff Responsible for Monitoring: Counselors, Teachers, and Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 2: During the current school year, the campus attendance rate will increase to 96% or higher.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Administrators along with teachers will communicate effectively in regards to attendance expectations and procedures. Strategy's Expected Result/Impact: Increased daily attendance rates, attendance records Staff Responsible for Monitoring: Administration, Counselors, Parents Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 3: Students will receive character and citizenship recognition and rewards to promote academic, social, and emotional success.

Evaluation Data Sources: Teachers, Counselors, and Administrators Referrals

Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will have opportunities to show character and citizenship throughout the school year and receive recognition and rewards. Strategy's Expected Result/Impact: Less discipline referrals and increased school family culture on campus and community. Recognition will be through Colt of the month yard signs, grading period campus celebrations, and weekly recognition in team emails. Staff Responsible for Monitoring: Teachers, Counselors, Administrators ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 4: The CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Evaluation Data Sources: Sign in sheets at CHAC events, Documentation of Informational pamphlets and notes, and an Increase in student participation in school sponsored events.

Summative Evaluation: Met Objective








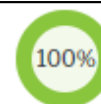
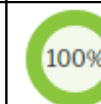







| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Families and staff will be invited to attend family fitness activities, in which they will participate in activities that increase health and wellness such as the Pumpkin Run, Turkey Trot, Jingle Bell Jog, Get Fit Jog, Color Run, Mighty Milers and Walk for Sight. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: CHAC Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Nutritional information about common foods eaten by students and staff will be presented with healthy alternative information as well. Strategy's Expected Result/Impact: Posters, Flyers, Newsletters, Broadcast Staff Responsible for Monitoring: CHAC Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Wellness information (i.e. physical fitness, nutritional facts) will be presented on the broadcast system every Wednesday (Wellness Wednesday). Strategy's Expected Result/Impact: Broadcast Staff Responsible for Monitoring: CHAC Committee | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Students and teachers will have access to technology and use it to enhance learning at the campus level according to the District Strategic Plan.

Evaluation Data Sources: District Strategic Plan and Student Progress in Summit Platform.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Teachers will use 1:1 devices to have students acquire technology skills. Strategy's Expected Result/Impact: T-TESS Walk throughs and student progress in the Summit Platform will show student knowledge and understanding of technology skills. Staff Responsible for Monitoring: Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology for the implementation of TEKS requirements. Strategy's Expected Result/Impact: The Inventory Report, Campus Budget, Lesson Plans, and T-TESS walk throughs will show that teachers have adequate technology to implement the TEKS. Staff Responsible for Monitoring: Administration, Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will be trained on how to use various district provided technology and resources to enhance instruction and data disaggregation. Strategy's Expected Result/Impact: Sign in sheets for trainings and T-TESS walk throughs will show teacher knowledge and application of training to enhance instruction and data disaggregation. Staff Responsible for Monitoring: Administration, Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers and students will use 1:1 student laptops and other technology resources to enhance instruction, complete assessments, and apply knowledge and learning to real world scenarios. Strategy's Expected Result/Impact: T-TESS Walk throughs, lesson plans, and student progress in the Summit Platform will show technology is being used throughout the entire curriculum. Staff Responsible for Monitoring: All Staff | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: Carter Lomax will use Plan4Learning to complete the Campus Improvement Plan

Evaluation Data Sources: SBDM Committee

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Plan4learning will be the technology resource used for our Campus Improvement Plan. Strategy's Expected Result/Impact: Once the plan is created, the campus will follow through with the plan. Staff Responsible for Monitoring: SBDM Committee Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Mae Smythe Elementary

2020-2021 Formative Review



Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

To empower students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.








Evaluation Data Sources: Walk through documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades Pk to 4 Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff Development plan, agendas and sign in sheets. Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data. Staff Responsible for Monitoring: Peer Facilitators, Literacy Cohort, Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk through data Staff Responsible for Monitoring: Peer Facilitator, Literacy Cohort, Teachers. Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/ or assessments of all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk through data PLC Meeting Agendas Staff Responsible for Monitoring: Peer Facilitators, Teachers. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk through data Staff Responsible for Monitoring: Science Coach Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: - 199 - General Fund - 6399 - \$500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, ebooks, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walk through data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers, Computer Lab Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: Paraprofessionals - 211 - Title 1 A - Economically Disadvantaged Study - \$25,523.95 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators. Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques. Open Court Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: Open Court - 211 - Title 1 A - Economically Disadvantaged Study - \$15,032.16 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Peer Facilitator. Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.








Performance Objective 2: During the current school year , data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroups student performance on assessment disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participants. Strategy's Expected Result/Impact: AWARE reports. Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP student making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in Sheets, Agendas, PLC Intervention Hybrid by Solution Tree Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data PLC Meeting Agendas Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide LEP Students with opportunities to improve their English language proficiency levels in order to assist with Academic Success Strategy's Expected Result/Impact: STARR testing material, Math materials, Benchmark Assessment System 1 & 2 | Formative | | |
| | Mar | June | Aug |







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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Staff Responsible for Monitoring: Bilingual Teachers, PF's, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 3: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, Intervention reports.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports 1st Grade Report Cards & Kinder Report Cards Staff Responsible for Monitoring: Teachers, Office Clerk/Receptionist Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: Paraprofessional - 211 - Title 1 A - Economically Disadvantaged Study - \$26,955.88 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on a specific student expectation. Strategy's Expected Result/Impact: Skyward reports, report cards, progress reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Use grade and/or content specific grading rubrics Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Skyward reports Problem Solving handbook Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district wide grade and / or content appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district wide grade and / or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Skyward reports, Aware data, Technology Data. LLI Kits, Soluciones Kits, Maravillas, Fontas & Pinele. Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Funding Sources: - State Compensatory Funds - \$4,460 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 4: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/ scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort. Funding Sources: Peer Facilitators-Professional Staff - 211 - Title 1 A - Economically Disadvantaged Study - \$151,947.77 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign in Sheets. Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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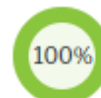









| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional administrative and support staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs Strategy's Expected Result/Impact: Sign in sheets, Agendas. Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plan, sign in sheets. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: 8) Provide Conscious Discipline Staff Development training to ensure we meet the needs of 21st century learner. Strategy's Expected Result/Impact: Campus and District sign in sheets. Walk-thrus, classroom Implementation. Staff Responsible for Monitoring: Campus Administrators and CD team Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 5: During the current school year, implementing reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance level.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, Walk Through Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide time and materials for purposeful reading during school day. Strategy's Expected Result/Impact: Schedules, budgets Staff Responsible for Monitoring: Teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of students accommodation sheets. Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Identify students reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: W R A P assessment reports, Lesson Plans in Eduphoria. Istation, Benchmark Assessment System and SEL Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: Professional Staff-Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$145,016.43 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development about reading strategies. Strategy's Expected Result/Impact: Sign in Sheets, Agendas. Staff Responsible for Monitoring: Literacy Cohort, Peer Facilitator Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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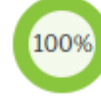
| Strategy 5 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation Reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - 6328 - \$9,530.17 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 6: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in service and projects.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator, GT Pullout teachers, Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participate in district wide G/T showcase. Staff Responsible for Monitoring: G/T Coordinator, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class roster Staff Responsible for Monitoring: Campus Administrators. | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement G/T pullout program for identified students. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria. Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund - \$800 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 7: During the current school year, 100% of at-risk students will receive differentiated instructions designed to create success in the classroom and increase skills necessary to perform at or above the state average assessments.

Evaluation Data Sources: Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention Reports, Skyward reports. Intervention Folder, Special Education. Staff Responsible for Monitoring: Intervention committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades. Staff Responsible for Monitoring: 504 Coordinator and teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: A W A R E Reports, Intervention Reports, Skyward Reports. PLC meeting agendas Staff Responsible for Monitoring: Peer Facilitators, Intervention Team, Teachers. | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day Tutoring and targeted small groups Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers. Funding Sources: - Extended Day/Tutorial - \$7,250 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individual support to parents. Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets. Staff Responsible for Monitoring: Counselor/Parent Coordinator/ Teachers/ Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 8: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State Assessment.

Summative Evaluation: Met Objective












| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Spanish language materials for all teachers working with LEP students, Integrate Spanish language books within the classrooms. Provide paper and materials to work in classrooms Strategy's Expected Result/Impact: School budget, Title 3 budget. Staff Responsible for Monitoring: Campus Administrators, Librarian. Funding Sources: Spanish books - 263 - Title III A - Bilingual Education, Language - 263 - \$3,573.72 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria Reports. Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes. Staff Responsible for Monitoring: Campus Administrators, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





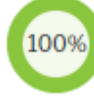
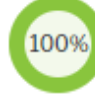




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 9: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to students learning and employee effectiveness as measured by 100% of all receiving training in the District's behavioral/ safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports. Staff Responsible for Monitoring: Campus Administrators, Teachers and Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas. Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis handbook, Provide ALICE training to all staff members Staff Responsible for Monitoring: Campus Crisis Team, PISD Police Dept | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, sign in sheets. Staff Responsible for Monitoring: Safe and Civil Team | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Sign in sheets, Agendas. Staff Responsible for Monitoring: Counselor, PISD Police. | Formative | | |
| | Mar | June | Aug |
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

| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIP's. Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP/Diagnostician. | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative environment that meet the individual needs of each student.

Performance Objective 10: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas. Staff Responsible for Monitoring: Coordinated School Health Team, PE Coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Committee Active Life. Staff Responsible for Monitoring: Campus Health Safety Advisory | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Administer Fitness gram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitness gram scores, Lesson Plans in Eduphoria. Staff Responsible for Monitoring: PE Teacher | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide Parent Education Opportunity for coordinated school health at each campus. Strategy's Expected Result/Impact: Sign in sheets, Agenda. Staff Responsible for Monitoring: Health Committee | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 1: During current year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers responses on College and Career Survey

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1:) Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Counselors, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Evaluation Data Sources: Counselor Documentation











Summative Evaluation: Met Objective

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 3: All students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Summative Evaluation: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 1) Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 2) Provide opportunities for students to explore various career opportunities through an annual Career Day and College Week. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




















Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During current year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff Development Logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1:) Provide team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3:) Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4:) Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: New Teacher Academy Strategy's Expected Result/Impact: Agendas Staff Responsible for Monitoring: Campus Admininstrators and Peer Facilitators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Coaching for Staff Strategy's Expected Result/Impact: Feedback forms Staff Responsible for Monitoring: Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 4: We will use a culturally responsive approach to rentlessly pursue meaningful engagement with parental business, and community stake holders.

Performance Objective 1: During current year, a parental involvement program will be established and implemented at to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in sheets, Agendas, Calendars.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component and orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers and Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 Funding Sources: Professional Staff-Parent Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$24,418.33 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education at all campuses on various topics. Strategy's Expected Result/Impact: Parent logs, Parent Events, Family nights games and Trainings Staff Responsible for Monitoring: Counselor and Parent coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 Funding Sources: Bully Prevention Programs for Parents - 211 - Title 1 A - Economically Disadvantaged Study - \$4,334.53 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3:) Provide parent material and workshops regarding reading with children, online resources and ebooks. Provide take home readers Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Peer Facilitators, Counselor, Teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide educational resources for parents on the school website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Teachers Agenda, Sign In Sheets, Online Resources. Dream Box, Ready Rosie Staff Responsible for Monitoring: Counselor, Peer Facilitators, Webmaster, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information ad Texas Academic Performance Report (TAPR) data. Strategy's Expected Result/Impact: Sign In Sheets, Agendas Open House (Virtual) Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7:) Provide information that can be utilized with students and parents in the interpretation of test results Strategy's Expected Result/Impact: Sign in sheets, Agenda, Flyers/letters Staff Responsible for Monitoring: Campus Adminstrator, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide opportunities for Families to participate in Social events on campus in order to build better connections and relationships between students, families and staff members Strategy's Expected Result/Impact: Virtual Open House Staff Responsible for Monitoring: Counselor, Administrators, Teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to rentlessly pursue meaningful engagement with parental business, and community stake holders.

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication

Evaluation Data Sources: Donation Report, Volunteer Report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Teachers flyers, donations, service projects. Can food drive, People Pet (Shell), Pennies for patients Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2:) Promote student/parent/business involvement through volunteerism Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses . School Volunteers. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school Student Council, etc.) Strategy's Expected Result/Impact: Campus Plans, Service Organization enrollment and attendance data Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4:) Participate in the "See to Succeed" program Strategy's Expected Result/Impact: Number of students participating and receiving eye services. Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instructional, administrative, and support staff. Strategy's Expected Result/Impact: Campus Staff Development Plan, Lesson plans and Walkthroughs, CIP Staff Responsible for Monitoring: Campus Administrators, PF's | Formative | | |
| | Mar | June | Aug |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | |  |  |  |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |













Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.














Performance Objective 1: During the current school year, the campus sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Administrators, Counselor, CD Action Teach Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria workshop credit Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, counselor, teachers, paraprofessional | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create campus safety crisis management plans, including safety drills Strategy's Expected Result/Impact: Safety drill log Staff Responsible for Monitoring: Campus administrators, counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5:) Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, counselor, teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities to attend Gang Awareness training and Character Education programs Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8:) Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Administrators, Counselor | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish protocols for safety procedures at field trips. Strategy's Expected Result/Impact: Campus field trip protocols, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse, counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Matthys Elementary

2020-2021 Formative Review



Mission Statement

We collaborate as a professional community so that all students learn essential academic and social skills needed to be productive and successful members of society.

Vision

At Matthys Elementary, every child and adult feels safe, loves to learn, and inspire each other to grow every day!!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.








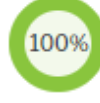
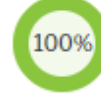
Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.













Targeted or ESF High Priority










Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.











Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK to 4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - 199 -- BFU - \$43,956 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: PF Salaries - 211 - Title 1 A - Economically Disadvantaged Study - 211-PFs - \$162,960.48 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus administrators, campus coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Provide staff with the training and materials necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus coaches, Literacy Cohort , Focus Trainings Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Instructional / tutoring - 211 - Title 1 A - Economically Disadvantaged Study - Resources - \$18,803.87 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus administrators, Technology Liaison, Librarian, Campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master Schedule with common planning time, Agendas, Minutes, PLC schedule Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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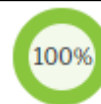
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.











Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports, Teacher data charts Staff Responsible for Monitoring: Campus Administrators, Campus coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: ELL data reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators , Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data, PLC Minutes Staff Responsible for Monitoring: Campus administrators, Campus coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.










Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.




Targeted or ESF High Priority





Evaluation Data Sources: Staff development logs, CIP, District improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Staff development sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria staff development reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for instructional, administrative and support staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrator, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plan, Agendas, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.




Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.






Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budget Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Continue and maximize the campus use of Accelerated Reading Instruction. Strategy's Expected Result/Impact: Accelerated Reading Reports Staff Responsible for Monitoring: Librarian, Literacy Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, Campus 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP assessment reports, Lesson Plans in Eduphoria, LLI /Soluciones data iStation reports, Waterford reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development about reading strategies for at risk readers. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Campus Coaches, DIAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT Summer Camp Tuition - 199 - General Fund - 199 - \$500 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: GT students will participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participation in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, G/T Teachers including pull-out teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters, Eduphoria staff development rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria Staff Responsible for Monitoring: G/T Coordinatotr, G/T Pullout Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT Supplies - 199 - General Fund - 199 - \$1,355 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Promote participation in the Duke Talent Search program in 4th grade. Strategy's Expected Result/Impact: Number of participation in Duke Talent Search Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.







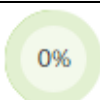
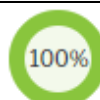
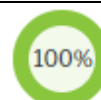







Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Targeted or ESF High Priority

Evaluation Data Sources: TTESS Goals, eduphoria lesson plans, and student grades

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign-in sheets, agendas, lesson plans Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Intervention Assistance Team (IAT) will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Grade reports, LLI / Soluciones data, Istation reports Staff Responsible for Monitoring: Campus Coaches, Intervention Assistance Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Intervention data including participation data Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Instructional Aides Salaries - 211 - Title 1 A - Economically Disadvantaged Study - 211-Instr - \$52,047.35, Tutoring - 199 - General Fund - 199-At Risk - \$3,748 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional support to parents of at risk students. Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211-Parent - \$44,773.60 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support LEP students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE reports, Intervention Reports, Grade Reports Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Tutoring - Extended Day/Tutorial - \$5,340 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.











Performance Objective 7: All staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Targeted or ESF High Priority

Evaluation Data Sources: Staff Development logs and agendas

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collections. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL resources/ supplies and tutoring - 263 - Title III A - Bilingual Education, Language - 263 - \$3,198.70, Bilingual/ESL resources and supplies - 199 - General Fund - 199-Bil/ESL - \$5,152 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement the ESL scope and sequence in all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Create a Bilingual support committee to ensure vertical alignment of the bilingual program and share successful implementation of instructional practices. Strategy's Expected Result/Impact: TELPAS data Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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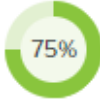








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.











Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Update and utilize crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, Drill log Staff Responsible for Monitoring: Campus Crisis Team, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: PISD Police Sign in Sheets, Agendas, Eduphoria report Staff Responsible for Monitoring: Counselor, PISD police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop Behavior Intervention Plans for students with chronic disruptive behaviors. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: District Behavior Specialists, Campus Administrators, Counselors, Intervention Assistance Team, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plan, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Records Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Campus Health Safety Advisory Committee, PE Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and /or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports, PLC Minutes Staff Responsible for Monitoring: Teachers, Intervention Team, DIAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: DIAT Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211-DIAT - \$70,885.92, T1 Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$27,466.30 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 11: Increase the campus attendance rate to 97% or above.

Evaluation Data Sources: TAPR (Texas Academic Performance Report), attendance data

Summative Evaluation: Met Objective










| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus administrators, Nurse, Counselor, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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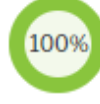
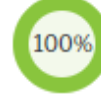
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.












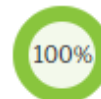
Performance Objective 12: Our campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.








Evaluation Data Sources: District special education guidelines, district staff development agendas by district special education department, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSTAR reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: eSTAR reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing academic or behavioral difficulties. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental requests for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documentation clearly delineates the need for STAAR / STAAR Alt (i.e., PLAFF's, IEPS, deliberations) and (3) utilize District/State required STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, Sign in sheets, Eduphoria reports, Classroom Walkthroughs Staff Responsible for Monitoring: Campus Administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed - 199 - General Fund - 199-Special Ed - \$1,369 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special education teachers are included in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs, 504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. Strategy's Expected Result/Impact: eSped Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student does not perform satisfactorily on the state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. | Formative | | |
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| Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math |  |  |  |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer iStation assessments that are required. Strategy's Expected Result/Impact: Sign in sheets, Agendas, iStation reports Staff Responsible for Monitoring: Technology liaison, campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st century classroom" Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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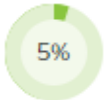
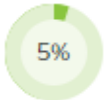




| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher TTESS, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR and MAP requirements. Strategy's Expected Result/Impact: Inventory Report Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Students will receive information and guidance introducing them to college and post-secondary possibilities.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote college exploration by promoting College Week and other campus based activities. Strategy's Expected Result/Impact: Campus activities, pictures Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: All students will be immersed in a literature and technology rich environment that will provide them with information related to

21st century career opportunities.

Evaluation Data Sources: Summative Evaluation: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Significant progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. | Formative | | |
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| <p>Strategy's Expected Result/Impact: Campus staff development plan, Lesson plans in Eduphoria, Walkthroughs</p> <p>Staff Responsible for Monitoring: Campus Administrators, Campus Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$536.84</p> |  |  |  |
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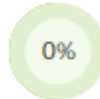





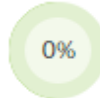





Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Provide information on workshops for parents of students with dyslexia and related disorders ad well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey Results Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and ebooks. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Librarian, Campus Coaches, Webmaster, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, Instructional resource usage log Staff Responsible for Monitoring: Technology Liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title I information, TAPR data, test results, etc. Strategy's Expected Result/Impact: Sign in Sheets, Agendas, on-line resource usage logs Staff Responsible for Monitoring: Campus Administrators, Counselor, Technology Liaison, Campus Coaches, and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Parent Resources - 211 - Title 1 A - Economically Disadvantaged Study - 211 Parent - \$3,318.33 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Significant progress made toward meeting Objective














| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: Counselor, Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, Safety Patrol etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, flyers, donations, service projects Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in programs to benefit students health and wellness such as "See to Succeed" and dental programs. Strategy's Expected Result/Impact: Number of students participating in receiving eye services Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement Campus Spotlight and principals for exceptional service (i.e. Teacher of the year, Paraprofessional of the Year, Volunteers, etc.) Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective





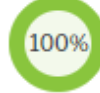











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the quantity of annual accident reports.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed.. Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, Nurse training logs Staff Responsible for Monitoring: Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend district ALICE training. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development for Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: Positive increase in patriotism participation and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Program participation counts Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  85% |  100% |  100% |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

McMasters Elementary

2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

The mission of McMasters Elementary is to promote the academic success of all students in a safe environment. We will build a foundation for future leaders that inspires creativity, encourages positive interpersonal collaborative experiences, and promotes self-directed problems-solving while creating a passion for life-long learning.

Vision

We believe that...

A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.

Everyone has purpose, worth, and dignity.

Individual potential is unknown and immeasurable.

Family dynamics profoundly influence the decisions individuals make and the people they become.

Connecting with others and building positive, meaningful relationships are essential.

Learning is instinctive, lifelong, and unique to the individual.

Communication is pervasive, essential, ever-present, and multidimensional.

Feeling safe enhances the ability to learn.

Diversity adds value to all areas of life.

Change is natural and continuous.

Each person is responsible and accountable in all aspects of life for the choices he or she makes.

At McMasters Elementary, we envision a school staff in which staff:

- Work collaboratively in vertical and horizontal teams while building connections;
- Provide differentiated, experiential and multi-sensory instruction;
- Utilize research based instructional strategies and aligned district resources;
- Encourage school/home connection and community involvement;
- Monitor student progress, adjust instruction and provide early intervention or enrichment;
- Set SMART goals;
- Promote a positive multi-cultural environment
- Enable individual success for all students

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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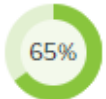








Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.








Evaluation Data Sources: Walkthroughs, lesson plans, district curriculum assessments, STAAR data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough data, feedback to staff Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grade PK to 4th. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 PF - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$162,002 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Walkthrough Data, Assessment Data, Lesson Plans Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: Campus Administrators, Librarian, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, Calendar Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Meeting Minutes, Sign In sheets Staff Responsible for Monitoring: Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide instructional materials and implement research based instructional strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Title I Instructional Materials and Resources - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$13,649 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master Schedule, Calendar Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs, staff development plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 14: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson plans, walkthrough data, AWARE data Staff Responsible for Monitoring: Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by improved academic achievement.

Evaluation Data Sources: Retention Rate, Report Cards, State and Local Assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL and special education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets, Team Meeting Minutes Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development to teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough Data, PLC meetings Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports, TELPAS reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign-In sheets, team meetings, agenda Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, Campus Improvement Plan, Needs Assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Campus Administrators Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Data Talks, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Sign-In Sheets, Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria Reports, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development Plan, Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas, Calendar, Sign-In sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Establish and support campus PLC's. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Lesson Plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign-In Sheets, Library Budget Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of student accommodation sheets, Minutes from 504 meetings Staff Responsible for Monitoring: Campus Administrators, Dyslexia Teacher, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. Strategy's Expected Result/Impact: WRAP, Running Records, IStation Reports, Lesson Plans, Walkthroughs, LLI data, Soluciones data, BAS assessment reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies for at risk readers. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Instructional Coaches, DIAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and on-line resources to support all learning styles. Strategy's Expected Result/Impact: Circulation Reports Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Library books and resources - 199 - General Fund - 199 - \$2,500 |  |  |  |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: A variety of learning opportunities geared for gifted/talented students will be provided to meet their needs and provide extended support services.

Evaluation Data Sources: GT projects, Lesson Plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: GT students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: GT Projects, GT Showcase Staff Responsible for Monitoring: Librarian, Teachers, GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT instructional resources and materials - 428 - G/T Performance Standards - 199 - \$1,377 | Formative | | |
| | Mar | June | Aug |
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| | | | |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will be clustered and instructed by G/T certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Teachers, Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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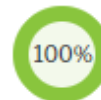


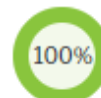
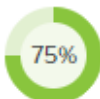


| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Follow district GT identification procedures. Strategy's Expected Result/Impact: G/T planned experiences Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identified G/T students will be invited to attend the G/T Summer Exploration Camp. Strategy's Expected Result/Impact: Attendance Records for G/T Summer Camp Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Promote participation in the Duke Talent Search program in fourth grade. Strategy's Expected Result/Impact: Parent Response Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |












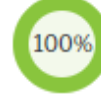
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 6: At-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: STAAR results, TTESS goals, lesson plans, Retention Rate

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: State and Local Assessment Data, Report Cards Staff Responsible for Monitoring: Teachers, Administrators, Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: At Risk General Supplies and Materials - 199 - General Fund - 199 - \$2,047 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day, Tutorials, LLI data, Soluciones data, IStation Reports Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$31,137, Title 1 Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$71,585 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 Reports, Report Cards Staff Responsible for Monitoring: Campus 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, grade reports, LLI and Soluciones data, and IStation reports Staff Responsible for Monitoring: Campus Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Conference Logs, Agendas, Sign-In Sheets Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2 Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$44,670 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for students to participate in the ACE after school program for academic support and enrichment. Strategy's Expected Result/Impact: ACE schedule, ACE roster, ACE lesson plans Staff Responsible for Monitoring: Administrators, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: ACE Grant, After School Program - 21st CCLC Grant - 265 - \$77,517 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign-In sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 9: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE, Intervention, grade reports Staff Responsible for Monitoring: Campus administrators, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Extended Day Tutorials - Extended Day/Tutorial - 199 - \$3,850 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: School budget, Library Budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title III Bilingual instructional resources and materials - 263 - Title III A - Bilingual Education, Language - 263 - \$1,422 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans, TELPAS, LPAC minutes Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Bilingual/ESL instructional materials - 199 - General Fund - 199 - \$2,329 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Campus Plan, Meeting Agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline Reports, Walkthrough Data Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets, Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators, Counselors, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, Campus Handbook, Safety Drill Log Staff Responsible for Monitoring: Campus Administrators, Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through PBIS/CHAMPS to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline Reports, Discipline Referrals, Agendas, Sign-In Sheets Staff Responsible for Monitoring: PBIS team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Agendas, Eduphoria reports, sign-in sheets Staff Responsible for Monitoring: Counselor, PISD police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, Behavior Improvement Plans Staff Responsible for Monitoring: Campus administrators, counselor, Intervention Team, Evaluation Specialist, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Eduphoria reports, sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Calendar, Lesson Plans, Sign-in Sheets, Campus Staff Development Plan, Campus Plan

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives Strategy's Expected Result/Impact: Lesson Plans, Calendar, Agendas Staff Responsible for Monitoring: CHAC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets, Calendar Staff Responsible for Monitoring: Campus Administrators, CHAC, PE Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Reports Staff Responsible for Monitoring: CHAC Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram Scores, Lesson Plans Staff Responsible for Monitoring: PE teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: CHAC Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessments to mastery of student expectations.

Evaluation Data Sources: Report Cards, Rubrics, Intervention Reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and based on best practices. Strategy's Expected Result/Impact: Lesson Plans, Skyward Reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: Skyward Reports, Report Cards Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Teachers will use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: District grading rubrics in Eduphoria, Report Cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention Reports, Skyward Reports, PIE schedules Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: TAPR, Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Nurse, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.











Evaluation Data Sources: Frontline report, PBMAS Report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: Frontline reports Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: Frontline reports Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, LSSP, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: Frontline reports Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineate the need for STAAR Alt II (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms. Strategy's Expected Result/Impact: STAAR ALT II participation requirement form Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Restraint documentation, Sign-In Sheets, Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities Plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Eduphoria reports, Sign-In Sheets, Agendas, Walkthrough Data Staff Responsible for Monitoring: Campus Administrators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed - 199 - General Fund - 199 - \$1,288 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Special Education teachers are included in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria reports, Sign-In Sheets, Agendas Staff Responsible for Monitoring: District Special Programs/504 Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: Frontline reports Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 11: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, Evaluation Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, students and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the IStation assessments that are required. Strategy's Expected Result/Impact: IStation reports Staff Responsible for Monitoring: Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: T-TESS, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, technology liaison, Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distributions, Calendar, Pictures Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, Calendars, announcements Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all students.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Career Day Information, College Week Involvement

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruitment, development and retention of effective employees.

Evaluation Data Sources: Status Reports, T-TESS Evaluations, Staff Development Logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentors and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Walkthrough Data, Agendas, Sign-In Sheets, Mentor Documentation Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria Reports, Committee Meeting Minutes Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Staff Development Plan, Lesson Plans, Walkthrough Data Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$536 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. Strategy's Expected Result/Impact: Calendar, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parents, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their child's education.

Evaluation Data Sources: Parent Survey, Sign-In Sheets, Calendar, Parent Involvement Report

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Survey, Sign-In Sheets, Agenda, Counselor Log Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Counselor Log, Calendar, Sign-In Sheets, Agendas Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$2,408 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Campus Website, On-line Resources Usage Report Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents to utilize at home with their children. Strategy's Expected Result/Impact: Conference Logs, Agendas Staff Responsible for Monitoring: Counselor, Teachers, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title I information, and TAPR data. Strategy's Expected Result/Impact: Agendas, Calendar, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Parents will be given an opportunity to attend parent meetings and programs for the ACE program. Strategy's Expected Result/Impact: Sign-in sheets, Calendar, Agendas Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parents, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer Reports, Donation Reports

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer Logs, New Partnerships with Businesses Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Promote service organizations for students in school (Safety Patrol, School Helpers, etc.). Strategy's Expected Result/Impact: Student Organization Rosters Staff Responsible for Monitoring: Campus Administrators, Counselor, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.) Strategy's Expected Result/Impact: Number of students participating and receiving eye services. Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide students with an opportunity to participate in the ACE after school program to increase academic performance, school day attendance, positive behavior and grade promotion. Strategy's Expected Result/Impact: ACE schedule, ACE attendance rosters Staff Responsible for Monitoring: ACE Coordinator, Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus Plan, Meeting Agendas, Discipline Reports, Teacher Survey, Parent Survey

Summative Evaluation: Met Objective










| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers, Paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Behavior Plans, Discipline Referrals Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Calendar, Counseling Log Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease number of annual accident reports

Summative Evaluation: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Eduphoria Reports, Crisis Drill Logs, Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend the district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria Reports, Nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Sign-In Sheets, Agendas, Emergency Operation Plans Staff Responsible for Monitoring: Campus Administrators, Counselor | Formative | | |
| | Mar | June | Aug |
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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.6 |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Calendar
Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Calendar, Participation in various programs Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Meador Elementary

2020-2021 Formative Review



Mission Statement

The mission of Meador Elementary School, which requires the commitment of all employees, parents, business/community members, and students, is to meet the challenge of educating today's students to be successful in the ever-changing world of 21st century learners.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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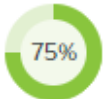





Goals
















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.







Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.








Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff. Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades PK-4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation. Staff Responsible for Monitoring: Campus administrators, Campus Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: BFU,Overtime, Fixed Funds \$ - 199 - General Fund - \$39,296 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign in sheets. Staff Responsible for Monitoring: Campus administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Peer Facilitator salaries - 211 - Title 1 A - Economically Disadvantaged Study - \$152,212.34 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Lesson plan in Eduphoria, Walkthrough data Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that science classes incorporate hands-on and outdoor laboratory activities in alignment with new state science TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus administrators, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Librarian, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Librarian, technology liaison, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, Campus Coaches, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, technology liaison/instructor, librarian, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: master schedules Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 14: Provide instructional materials and implement research based strategies, on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional-purchases of instructional supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$14,751.62 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end of year failures.

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL and special education participation. Strategy's Expected Result/Impact: A W A R E reports Staff Responsible for Monitoring: Campus administrators, campus coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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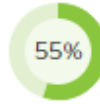







| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, agenda Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walk thrus, data Staff Responsible for Monitoring: Campus administrators, campus coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus coaches, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria Reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campups Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas, Sign In sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development Plan, agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, Library Budget Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. Strategy's Expected Result/Impact: WRAP assessment reports, MAP results, lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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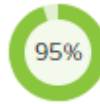




| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide library books and on-line resources to support all learning styles. Strategy's Expected Result/Impact: Circulation Reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 5: During the current school year, Provide an array of learning opportunities geared for gifted /talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follows district GT identification procedures Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration Numbers Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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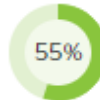
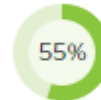
| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of students participating in the district- wide GT showcase Staff Responsible for Monitoring: GT Coordinator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$1,543 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers Strategy's Expected Result/Impact: Class Rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




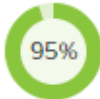
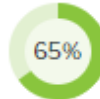





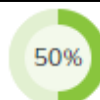

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.



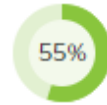



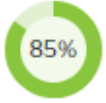
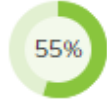
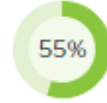




Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Gradespeed reports Staff Responsible for Monitoring: Campus Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 Reports, 504 students' grades Staff Responsible for Monitoring: Campus 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, Gradespeed reports. Istation reports, MAP reports Staff Responsible for Monitoring: Campus Coaches, intervention team, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: At Risk - State Compensatory Funds - \$2,216 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning Strategy's Expected Result/Impact: Extended day/Year Participation Staff Responsible for Monitoring: Campus administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extended Day - 199 - General Fund - \$4,600, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$52,297.21 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Conference Logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Counselor/ Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$18,766.97 | Formative | | |
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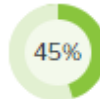











| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade Strategy's Expected Result/Impact: Transition Meeting Documentation Staff Responsible for Monitoring: Campus LPAC Administrator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development opportunities which offer effective instructional strategies, materials, and activities, for the at-risk learner. Strategy's Expected Result/Impact: Sign in sheets, Agendas, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide Intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE Reports, Intervention Reports, Gradespeed Reports Staff Responsible for Monitoring: Campus Administrators, Peer Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Significant progress made toward meeting Objective



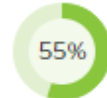









| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections. Strategy's Expected Result/Impact: Library Budget, School Budget Staff Responsible for Monitoring: Campus Administration, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual: Instructional-purchases of bilingual instructional supplies and materials - 263 - Title III A - Bilingual Education, Language - \$1,147.12 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ELL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL - 199 - General Fund - \$1,906 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough documentation Staff Responsible for Monitoring: teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement PBIS/Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students, staff and parents. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drill. Strategy's Expected Result/Impact: Crisis handbook, safety drill logs Staff Responsible for Monitoring: Campus crisis team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools/CHAMPS/PBIS to reduce inappropriate behavior. Strategy's Expected Result/Impact: Behavior Incident Reports, Discipline Referral, agendas, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor, PISD police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, Behavior Improvement Plans Staff Responsible for Monitoring: Campus administrators, counselor, Intervention team, LSSP, district behavior response team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Agenda, sign in sheets Staff Responsible for Monitoring: Counselor, nurse, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, lesson plans in Eduphoria Staff Responsible for Monitoring: PE teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessments to mastery of student expectations.

Evaluation Data Sources: Grade reports, Intervention reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and based on best practices. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grades reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district-wide grade and/or content appropriate standards Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance report Staff Responsible for Monitoring: Campus Administrators, nurse, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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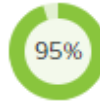
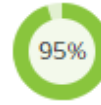
| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.


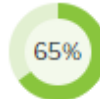













Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.








Evaluation Data Sources: Texas Academic Performance Report (TAPR) attendance data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR A and STAAR Alternative Participation Requirements forms Strategy's Expected Result/Impact: STAAR A/ALT participation requirement form Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Educ. - 199 - General Fund - \$1,144 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 13: During the current school year, students and teachers access to technology will increase according to the District Technology Plan

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the istation assessments that are required. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Coaches, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS, Istations and Dream Box Reports, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, campus coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report, Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase on all technology reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS,Eduphoria reports, Pasadena Technology Competency, lesson plans in Eduphoria Staff Responsible for Monitoring: Campus administrators, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: 2) Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: Inventory report, campus budget Staff Responsible for Monitoring: Campus administrators, technology liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them

with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement.

Summative Evaluation: Significant progress made toward meeting Objective

















| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day/High School Endorsement Awareness Strategy's Expected Result/Impact: Career Day schedules, Staff Responsible for Monitoring: counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, job fair documentation, staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports for leadership/mentoring staff development Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Campus staff development plan, lesson plans, walkthroughs Staff Responsible for Monitoring: Campus administrators, campus coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
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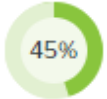
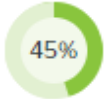
Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.








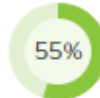





Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative

partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Parent logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: sign in sheets, Agendas Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, on-line resources, and eBooks. Strategy's Expected Result/Impact: Agendas, sign in logs Staff Responsible for Monitoring: Librarian, campus coaches, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, instructional resource usage logs Staff Responsible for Monitoring: Technology liaison, librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide instructional resources for parents to utilize at home with their children. Strategy's Expected Result/Impact: Agendas, sign in sheets, on-line resources usage logs Staff Responsible for Monitoring: Counselor, technology liaison, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data. Strategy's Expected Result/Impact: Agendas, sign in logs Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Parent Component: Title 1 Instructional-purchases for parent instructional supplies and materials - 211 - Title 1 A - Economically Disadvantaged Study - \$2,603.23 | Formative | | |
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Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Significant progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (Patrol, School Helpers, etc.) Strategy's Expected Result/Impact: Teachers Meeting agendas, sign in sheets, student organizations rosters Staff Responsible for Monitoring: Campus administrators, counselor, Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See to Succeed program Strategy's Expected Result/Impact: Number of students participating and receiving eye services Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement Campus Spotlight and/or awards for exceptional service (i.e. teacher of the Year, Paraprofessional of the Year, Volunteers...) Strategy's Expected Result/Impact: Awards and Ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning Strategy's Expected Result/Impact: Campus Reduction in discipline referrals Staff Responsible for Monitoring: administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Reduction of discipline referrals, Eduphoria Reports Staff Responsible for Monitoring: Campus administrator, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide trainings to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizures and first aid Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide training opportunities for all employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training log Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and Safety drills, including unification plan Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plan Staff Responsible for Monitoring: Campus Administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  85% |  65% |  70% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Melillo Middle School

2020-2021 Formative Review



Mission Statement

Dr. Dixie Melillo Middle School will be a safe, comfortable, and inviting environment where the students, faculty, and parents work together to create an exemplary learning community which, through the characteristics of respect and responsibility, develops life-long learners with hearts that care, hands that serve, and minds that think.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals











Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices.

Evaluation Data Sources: STAAR Assessment; TELPAS for all LEP students

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Departments will create common assessments, in addition to the district created common assessments, to provide for equity amongst all classrooms and students. Strategy's Expected Result/Impact: Skyward Gradebook; AWARE Staff Responsible for Monitoring: Department Heads Schoolwide and Targeted Assisted Title I Elements: 2.4 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will disaggregate data from common assessments to determine the needs of the students. Additional assistance will be given to students who experience difficulty in a timely manner. Strategy's Expected Result/Impact: Skyward Gradebook; AWARE Staff Responsible for Monitoring: Department Heads Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy Funding Sources: Teacher - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will meet by departments on a weekly basis to discuss best teaching practices for the SE's that are currently being taught. Strategy's Expected Result/Impact: Skyward Gradebook; Eduphoria / Lesson Plans / PLC Minutes Staff Responsible for Monitoring: Department Heads Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |




| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Teachers will utilize station activities, various grouping techniques, such as small group instruction, literacy groups and consistent use of organizing tools (i.e. Thinking Maps) and other resources such as technology. Strategy's Expected Result/Impact: Walk-Throughs; T-TESS Observations; Eduphoria/Lesson Plans Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - Comprehensive Support Strategy Funding Sources: Paper for Literacy stations, graphic organizers, etc. Easel Pads and Dry Erase Boards. - 211 - Title 1 A - Economically Disadvantaged Study - \$3,500, Dictionaries, Literature, Charging Caddies for Computers - 263 - Title III A - Bilingual Education, Language - \$606.65, 1 FTE and supplies - 199 - General Fund - 6112; 6119; 6141; 6142; 6146; 6399 - \$76,342 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers will use a variety of literature (books) selected by the district and campus staff to teach Reading SE's. Strategy's Expected Result/Impact: Increase of students' reading comprehension and fluency. Staff Responsible for Monitoring: ELAR Campus Coach Comprehensive Support Strategy Funding Sources: Novels, Subscriptions to RAZ, Scholastic Works - 211 - Title 1 A - Economically Disadvantaged Study - \$3,200 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: 100% of Grades Five and Six Gifted and Talented students will complete the State Standards Project.

Evaluation Data Sources: Gifted and Talented Showcase

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Grade Six Gifted and Talented students will complete a cross-curricular project that meets the criteria for the GT Standards Project. Strategy's Expected Result/Impact: Check Points Through Out the Project; Interviews with Community and Business Members; Final Project Board/Journal Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |







| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Grade Five Gifted and Talented students will participate in a project regarding a Texas landmark. The title of the project is "Texas Getaway". Strategy's Expected Result/Impact: Check Points Through Out the Project; Final Product Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: Students will participate in various activites linked to Coordinated School Health (CSH).

Evaluation Data Sources: District Report created by PEP Grant Coordinator comprised of all participating campuses' logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will provide for movement within the classroom integrated within the curriculum. Strategy's Expected Result/Impact: Lesson Plans/Eduphoria; Walk-Thru's Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Cafeteria staff and nurse will post nutritional information to inform students, staff, and parents. Strategy's Expected Result/Impact: Bulletin Boards Staff Responsible for Monitoring: CSH Coordinator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus Health Advisory Committee (CHAC) will provide on-going staff development to increase awareness of the components of the CSH Program. Strategy's Expected Result/Impact: Sign-In Sheets; Walk-Thru's | Formative | | |
| | Mar | June | Aug |
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| | | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Staff Responsible for Monitoring: CHAC Coordinator | |  |  |  |
| | | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |




















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Melillo MS will provide the school's Special Education student population a learning environment that enables the district to comply to a corrective action plan that is in place to meet state and federal guidelines.

Evaluation Data Sources: State Assessments and AYP

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: E STAR and/or ARD Documentation Staff Responsible for Monitoring: Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: E STAR Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |










| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Written parent request initiating IAT Chairperson following appropriate district procedures. The district responding with an approval or denial for testing in writing. Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: ARD Documentation / E STAR / TEA eligibility form Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: CPI Center; Completion of Restraint Form Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Melillo's architectural blueprint Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: ARD Documentation and Placements Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |











Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: All teachers will utilize various instructional materials and resources as well as employ a variety of methods and instructional practices to meet the needs of low performing students and low performing sub populations.

Evaluation Data Sources: STAAR Tests; TELPAS

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| <p>Strategy 1: In weekly department meetings, teachers will look at and discuss data from common assessments to determine which students need additional assistance and or tutoring. The assistance to At-Risk students may occur in the regular classroom by teacher, may be pull out by Title One staff or Title outside tutors, may be intervention teachers or before/after school tutoring by teacher, including Math Lab.</p> <p>Strategy's Expected Result/Impact: AWARE Data; Skyward Gradebook; Common Assessments</p> <p>Staff Responsible for Monitoring: Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Tutoring during the school day and afterschool - 211 - Title 1 A - Economically Disadvantaged Study - \$7,342.09, Tutoring during the school day and afterschool - Extended Day/Tutorial - \$6,280</p> | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Melillo's Master Schedule will provide an Enrichment Period/Intervention Period to all students. This class period will be utilized for Resource Pull-Out, Dyslexia Pull-Out, and additional intervention for students that performed low on the state assessment. This class period allows for all students to remain in the General Education Classroom for all four core content areas.</p> <p>Strategy's Expected Result/Impact: Skyward Gradebook; Fewer Behavioral Referrals</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Teachers will disaggregate data continuously to monitor sub populations. Specifically, based on current test results, Melillo will focus on the Sp Ed subgroup to provide timely assistance to help with closing the gap among learners and to meet State and Federal requirements.</p> <p>Strategy's Expected Result/Impact: Skyward Gradebook; Lesson Plans documenting small group instruction; Walk-Throughs</p> <p>Staff Responsible for Monitoring: Administrative Team</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | |
| | Mar | June | Aug |
| |  |  |  |







| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: For those students not needing additional tutorials and/or intervention, such as the Pre-AP, GT, and high achievers, teachers will provide enrichment activities during the student's enrichment period. Strategy's Expected Result/Impact: Lesson Plans; Walk-Throughs Staff Responsible for Monitoring: Classroom Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All students learn at a different pace and in a variety of ways. For those students that choose to not want to learn in the more traditional manner, they have the option to learn through the Personalized Learning Platform. Strategy's Expected Result/Impact: STAAR Data; Assessments; Projects; Self-Directed Learning Skills; College Readiness Staff Responsible for Monitoring: Chris Bui | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |









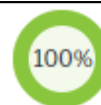







Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: Melillo will foster an environment that is family oriented and safe for all stakeholders.

Evaluation Data Sources: End of Year Parent/Student/Staff Survey; PEIMS Annual Report on Discipline Referrals

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The Melillo Safe and Civil Committee will meet to review policies and procedures and revise as needed Strategy's Expected Result/Impact: 9 weeks discipline reports by teacher and location. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Melillo MS teachers will utilize CHAMPS in the classroom Strategy's Expected Result/Impact: Walk-Thru's; Discipline Reports by Teacher Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |











| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Melillo MS will implement Conscious Discipline across the campus. Strategy's Expected Result/Impact: Discipline Reports; Counselor Referrals Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Melillo MS will utilize AVID School-wide strategies to develop a supportive, collaborative community. Strategy's Expected Result/Impact: Safe learning environment Staff Responsible for Monitoring: AVID Site Team Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: A Parent/Teacher/Student Compact has been developed and shared with students, teachers, and parents. The parents are given the opportunity to review the compact and make suggestions to make it more effective. After it has been reviewed, then the compact is shared and signed by all stakeholders. Strategy's Expected Result/Impact: All stakeholders will be aware of the expectations and follow through with the expectations. Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Staff, consisting of a few teachers and an administrator, will attend Restorative Practices Training. They will create a plan based on the training to bring back to campus best strategies to implement in their classrooms. These practices will be slowly released out to all staff. Strategy's Expected Result/Impact: More positive relationships among students and staff. Staff Responsible for Monitoring: Administrator Classroom Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: Anti-bullying policies created by Melillo MS will follow state law and local policies.

Evaluation Data Sources: End of Year Parent/Student/Staff Survey; PEIMS Annual Report on Discipline Referrals

Summative Evaluation: Exceeded Objective




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Melillo MS has an anti-bullying policy with specific procedures for reporting bullying and consequences given for bullying. Strategy's Expected Result/Impact: Discipline Referrals; Bullying Report Forms; Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The Counselors will provide Guidance lessons to students and parents. Strategy's Expected Result/Impact: Sign-In Sheets; Bullying Report Forms; Decrease in bullying incidences Staff Responsible for Monitoring: Counselors Funding Sources: Counselor - 211 - Title 1 A - Economically Disadvantaged Study - \$47,735.47 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |









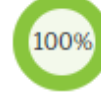




Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 5: Melillo will implement AVID strategies/methodologies to better prepare our students for higher education.

Evaluation Data Sources: Planners and Binders; AVID Self-Assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: During the first week of school in Enrichment Period, teachers will teach the students how to organize their binder and utilize their planners effectively. Strategy's Expected Result/Impact: Planners and Binders Staff Responsible for Monitoring: Teachers, Campus Coaches and Administrators Funding Sources: Planners - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |




















| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Planners are utilized as a communication tool with parents about homework and activities. Students use the planners as an organizational tool at dismissal to ensure they have what they need in order to complete homework. Strategy's Expected Result/Impact: Planners and Binders Staff Responsible for Monitoring: Teachers Funding Sources: Student Planners - 211 - Title 1 A - Economically Disadvantaged Study - \$2,803.96 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will be trained in AVID Instructional Strategies to improve college readiness skills. Strategy's Expected Result/Impact: Closing Achievement Gaps; Improving student yearly progress; Improved note-taking and study skills; Build upon a collaborative culture Staff Responsible for Monitoring: Campus Coaches and Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will utilize AVID strategies to develop a better understanding of content and collaborate with other students. Strategy's Expected Result/Impact: Student Yearly Progress Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Melillo will participate in the district's College Awareness Week.

Evaluation Data Sources: Kids2College Curriculum Posttest

Summative Evaluation: Significant progress made toward meeting Objective














| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Faculty/Staff members will display signs that name the college that he/she attended. Strategy's Expected Result/Impact: Signs displayed Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Faculty/Staff/Students will wear shirts/jerseys that represent their favorite college. Strategy's Expected Result/Impact: The number of participants wearing college attire. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Individual classrooms will compete against each other in a college door decorating contest. Strategy's Expected Result/Impact: Classroom door decorations Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Melillo's sixth grade Social Studies teachers will provide direct instruction on the curriculum named Kids2College. Strategy's Expected Result/Impact: Learning Activities Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Melillo's sixth graders will visit a college/university campus and participate in various activities developed by the college/university. Strategy's Expected Result/Impact: Quick Writes Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: Melillo will promote college awareness throughout the year.

Evaluation Data Sources: AVID Self Assessment

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Melillo will promote college awareness and preparedness through the use of AVID strategies. Strategy's Expected Result/Impact: Bulletin Boards, Newsletters Walk-Throughs, Lesson Plans Staff Responsible for Monitoring: Counselors AVID Team | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Melillo will focus on different colleges/universities each month and play the Fight Songs during transition time. Strategy's Expected Result/Impact: Transition Music Staff Responsible for Monitoring: AP | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The monthly newsletter will have a section specific for college awareness and preparedness. Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Melillo MS will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Evaluation Data Sources: Principal Attestation Forms for NCLB; SBEC Certifications







Summative Evaluation: Exceeded Objective








| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Melillo MS will utilize the Lawson System, Talent Ed and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff. Strategy's Expected Result/Impact: Lawson System/Employee Certification List Staff Responsible for Monitoring: Principal Funding Sources: Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$68,528.68 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Melillo MS will make every effort to retain teachers on campus and in Pasadena ISD.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: New teachers to education will be assigned a mentor for their first year of teaching at Melillo. Strategy's Expected Result/Impact: Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations Staff Responsible for Monitoring: Master Mentor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All teachers can request a Campus Coach to assist them with concerns over curriculum, teaching methods, classroom management, etc. Strategy's Expected Result/Impact: Walk-Throughs by Administrators; Observations by Mentors; T-TESS Observations Staff Responsible for Monitoring: Administrative Team Funding Sources: Campus Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$77,087.26 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Faculty/Staff will be given the opportunity to attend Professional Development in the district throughout the year. There may be some circumstances where staff attends out of district training / conferences to further their learning in best practices. Strategy's Expected Result/Impact: Eduphoria Registration; Eduphoria Credit Received Staff Responsible for Monitoring: Principal Funding Sources: Conference registration fees - 211 - Title 1 A - Economically Disadvantaged Study - \$747 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







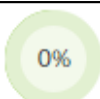
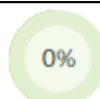
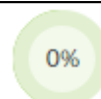

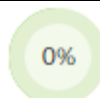





Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Melillo MS will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Evaluation Data Sources: End of Year Survey; NCLB Parent Involvement Evaluation; Special Programs documentation via ESPED

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents. Strategy's Expected Result/Impact: Distribution of materials Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will provide a variety of workshops to parents based on needs of the parents and school. Parents will be surveyed to determine what is the best time and day for parent meetings/workshops. Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Counselors will attend trainings that will provide new ideas on how to increase parent involvement. Strategy's Expected Result/Impact: Certificates of Completion; Eduphoria Credit Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Staff members will attend Conscious Discipline Trainings in an effort to improve relationships with students, parents and staff. Strategy's Expected Result/Impact: Improvement in student academics and behavior. Increased parent communication between home and school. Staff will display various Conscious Discipline structures and strategies. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Melillo MS will host various family engagement activities in the evenings. Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior. Staff Responsible for Monitoring: Counselors Funding Sources: Wireless Mic System for Workshops and Parent Presentations - 211 - Title 1 A - Economically Disadvantaged Study - \$1,100 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Surveys and requests for volunteers are sent throughout the year. Strategy's Expected Result/Impact: Sign-In Sheets; Raptor Sign-In Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Melillo MS will seek and maintain support from local businesses and community members in the Houston area.

Evaluation Data Sources: Partners in Pasadena submission to PISD Board

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Melillo MS will invite local organizations to speak to parents and students regarding topics of interest. Strategy's Expected Result/Impact: Participation and Sign-In Sheets in school events and projects Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will visit a local university through the Kids2College program. Strategy's Expected Result/Impact: Thank you's written by students to local university visited. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Melillo MS will invite local organizations to participate in the school's family events and ask the organizations to donate funds, services, and/or other resources. Strategy's Expected Result/Impact: Donation Letters; Partners in Pasadena contributions log Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: To maintain student attendance rates above 97%, Melillo MS uses incentive programs on campus. Strategy's Expected Result/Impact: Skyward/Mizuni Attendance Records Staff Responsible for Monitoring: Attendance Clerk | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Melillo will seek partnerships with local businesses for additional support in maintaining the Outdoor Learning Center. Staff Responsible for Monitoring: Lead Science Teacher; Science Campus Coach | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 2: Melillo MS will participate in various community events.

Evaluation Data Sources: Summary of funds collected; Documentation in local newspapers.

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Melillo MS will collect donations from students, staff, and family to support local charities and organizations. Strategy's Expected Result/Impact: Final Donation amount; Newspaper articles Staff Responsible for Monitoring: Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Melillo MS will encourage students, staff, and family members to attend various local events hosted by charities and organizations. Strategy's Expected Result/Impact: Flyers sent home to parents and students Staff Responsible for Monitoring: Administration | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Melillo MS will provide each classroom with technology equipment that will lend success to the students as well as keep the students engaged.

Evaluation Data Sources: Yearly Inventory

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Training will be provided throughout the year for all faculty/staff members in need of additional training on any piece of technology equipment, program, software, etc. Strategy's Expected Result/Impact: Training Sign-In Sheets Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Additional equipment, such as slates, ActivExpressions, ActiVotes, etc. will be available to teachers to actively engage students. Strategy's Expected Result/Impact: Staff Sign-Out Sheets of Equipment; Walk-Throughs that are seeing student engagement using various forms of technology Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Work orders for faulty equipment will be submitted in a timely manner. Strategy's Expected Result/Impact: Log of completed work orders Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Melillo MS will utilize the Plan4Learning Software to maintain the Campus Improvement Plan. Strategy's Expected Result/Impact: Current Campus Improvement Plan Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Memorial High School
2020-2021 Formative Review



Mission Statement

The mission of Pasadena Memorial High School is to empower all students to achieve their highest academic and social/emotional potential within a safe learning environment. Through a collaborative commitment with all stakeholders, the Maverick experience will allow students to explore their interests and develop their unique talents and skills to become productive citizens and tomorrow's leaders.

Vision

Our vision for all Mavericks is to prepare each individual for college, career, and citizenship by providing opportunities for leadership and excellence. Our school will make student-centered decisions by using data-driven practices. We will achieve our goals by maintaining a Maverick culture that exceeds all other high schools: a culture that is rooted in our community, our team, and our school spirit.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals













Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.














Performance Objective 1: Establish TEKS /STAAR - EOC curriculum alignment for all core courses.

Evaluation Data Sources: To achieve curriculum alignment and assess what is taught

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Review lesson plans weekly to identify rigorous and relevant teaching strategies, scope and sequence alignment, lesson delivery, and assessments. Strategy's Expected Result/Impact: 90% Mastery on TEKS, Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department Chairperson Administrators Content Specialists | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Facilitate and provide opportunities for department collaboration in mathematics, science, social studies, and ELA, to include analyzing, revising and evaluating instruction and assessments and to ensure that the district scope and sequence is followed. Strategy's Expected Result/Impact: 90% Mastery on TEKS, Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department Chairperson Administrative Team Content Specialists | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All teachers will participate in staff development opportunities, data disaggregation and school district initiatives. Strategy's Expected Result/Impact: 90% Mastery on TEKS, Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department Chairperson / Administrative Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Implement strategies to ensure the vertical and horizontal instructional alignment across all curriculum areas and adherence to the district scope and sequence. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Department Chairpersons | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide regular access to technology for all students for the purpose of conducting research and to complete assignments needing technological support. Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Lab Monitor Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide direct instruction in language acquisition to ELL students through a variety of instructional strategies. (SG-R-ELL) Strategy's Expected Result/Impact: 90% Mastery on TEKS, Evaluation of STAAR/EOC data Staff Responsible for Monitoring: SIOP Team Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide training to all teachers in instructional strategies that meet the needs of all learners including gifted, limited English proficient, dyslexic, and learning disabled (SCE, T3). (SG-R-SE, SG-R-ELL, SG-Grad-SPED) Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Principal Special Programs Comprehensive Support Strategy Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Provide training and necessary foreign language materials for all teachers working with ELL students (T3). (SG-R-ELL) Strategy's Expected Result/Impact: 90% Mastery on TEKS, Evaluation of STAAR/EOC data Staff Responsible for Monitoring: SIOP Facilitator Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Recruit highly qualified teachers for all content area subjects by attending job fairs and making college campus visits. Strategy's Expected Result/Impact: 90% Mastery on TEKS, Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Administrative Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide instructional leadership training and networking resources to the administrative staff through conferences and membership in TASSP, ASCD, and other professional organizations (SCE). Strategy's Expected Result/Impact: 90% Mastery on TEKS Evaluation of STAAR/EOC data Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: Continue to seek research-based practices and provide literacy support in all content areas that will increase the academic performance of all learners.

Evaluation Data Sources: To directly impact student achievement on standardized assessments due to promoting literacy across the content areas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue implementation of a variety of research-based writing strategies. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Administrators Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time during the school day for all students to participate in a minimum of fifteen minutes of uninterrupted reading time through the Roxy and Renegade Reading Initiative. Strategy's Expected Result/Impact: Walk-through data Roxy & Renegade Updates Staff Responsible for Monitoring: Librarians, All 4th period teachers Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Require students to record the number of pages read and keep track of the totals each six weeks in the Reading Tracker. Strategy's Expected Result/Impact: Walk-throughs Roxy & Renegade data Staff Responsible for Monitoring: Librarians Department Chairpersons Fourth period teachers Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide graduation cords for students who have reached the annual goal of 3,000 pages at the end of each academic year. Strategy's Expected Result/Impact: Walk-through data Roxy & Renegade data Staff Responsible for Monitoring: Librarians Literacy Team Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide implementation support in the use of Pre-Advanced Placement, Advanced Placement, and National Math and Science Initiative higher order thinking/writing strategies in all classrooms. Continue NMSI trainings as recommended. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Administrators Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide implementation support of a variety of instructional strategies that focus on student engagement. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Administrators Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide the intervention necessary for those students who need support in the acquisition and maintenance of literacy skills. Strategy's Expected Result/Impact: 90% Mastery on objectives Staff Responsible for Monitoring: DAIT | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.













Performance Objective 3: Establish and provide extended learning opportunities.



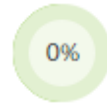







Evaluation Data Sources: Successful growth on the following measures:

PSAT, SAT, ACT results
 TSIA results
 AP Exam results
 CBA results
 Passing rates
 EOC results

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: Tutorials/Extended day provided. Tutorials/Office hours needed.

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide a minimum of 90 minutes of tutorial time each week before, during, and after school for all students. (SG-Grad-AA, SG-Grad-SPED) Strategy's Expected Result/Impact: PSAT, SAT, ACT, results AP Exam results CBA results STAAR results Passing rate Staff Responsible for Monitoring: All Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide extended day services for students not mastering any EOC two weeks prior to each re-test administration. Strategy's Expected Result/Impact: EOC Results Extended day attendance Staff Responsible for Monitoring: Department chairs Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide all students after school EOC preparation opportunities. (SG-Read-ELL, SG-Read-SPED) Strategy's Expected Result/Impact: EOC Results Staff Responsible for Monitoring: Department chairs Funding Sources: - 199 - General Fund, - 206- Texas Hurricane Homeless Program | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide a tutorial bus to leave campus at 4:30pm Wednesday for students who would not otherwise be able to stay after school because of transportation issues. Strategy's Expected Result/Impact: EOC results, bus numbers Staff Responsible for Monitoring: Administrators Funding Sources: - Extended Day/Tutorial | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Utilize MavTime for tutoring, enrichment, and intervention opportunities based on mastery of essential standards. (SG-Grad-AA, SG-Grad-SPED) Staff Responsible for Monitoring: Administrators, Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide snacks to ensure healthy learning for students who attend enrichment and learning extensions prior to taking the SAT and EOC exams. Strategy's Expected Result/Impact: Increased attendance and healthy students. Staff Responsible for Monitoring: Campus Admin ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 206- Texas Hurricane Homeless Program | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: Provide offerings to students in the advanced placement programs.

Evaluation Data Sources: Continuous enrollment increase in advanced placement programs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide accurate information to all students regarding the Pre-AP and the AP program during registration in January and February. Strategy's Expected Result/Impact: NMSI Participation Increase enrollment in AP program Staff Responsible for Monitoring: Administrators Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide review and study sessions prior to the AP tests administered in May. Strategy's Expected Result/Impact: AP Exam Results Attendance Staff Responsible for Monitoring: Administrators Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize the resources and personnel in the AVID program, counseling office, and teachers to encourage enrollment in Pre-AP and AP courses. Strategy's Expected Result/Impact: Increase enrollment in the AP program Staff Responsible for Monitoring: Administrators Funding Sources: - 428 - G/T Performance Standards | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use AP indicators data to encourage enrollment in advanced placement courses and/or dual credit. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize appropriate intervention process prior to "leveling down" from an AP or pre-AP course. Staff Responsible for Monitoring: Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










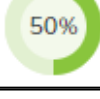
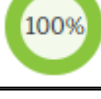
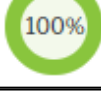
Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.








Performance Objective 1: PMHS attendance rate will increase to 96% or above for all students.

Evaluation Data Sources: Campus Attendance Data

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Many forms placed into online submissions to keep accurate attendance records virtually. Will ask attendance AP to share attendance records with other assistant principals to follow up.

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Collect and analyze daily attendance reports to monitor student school attendance. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct attendance reconciliation in order to maintain accurate attendance records. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Maintain accurate records regarding truancy issues in regard to students. Strategy's Expected Result/Impact: Truancy data Staff Responsible for Monitoring: Administrative Team, Attendance Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Truancy laws will be followed and documentation will be completed by administrators and used as documentation for court cases. Strategy's Expected Result/Impact: Truancy data Staff Responsible for Monitoring: Truancy officer; Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers will maintain hard copy attendance rosters to recognize attendance concerns for individual students. Strategy's Expected Result/Impact: Phone logs; increased attendance rates Staff Responsible for Monitoring: Teachers; Administrators | Formative | | |
| | Mar | June | Aug |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.









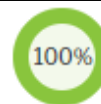


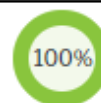
Performance Objective 2: PMHS will work with the district special education specialists and special programs to ensure that all needs of each student are being met, including 100% compliance with all federal and state requirements.









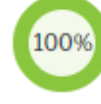
Evaluation Data Sources: ARD paperwork, case workers training, support / staff development delivered by PMHS Special Programs Department leadership to staff, and assessment data













Summative Evaluation: Met Objective









Next Year's Recommendation: Recommendation to have trainings with the SF and the teacher to help guide the discussion and create a collaborative environment for the success of our sub populations.














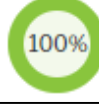
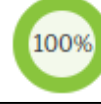
| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: SIOP instructional strategies implemented in all core academic classes [T3]. (SG-R-ELL) Strategy's Expected Result/Impact: SIOP walk-throughs, assessment data, SIOP staff development delivered by appropriate staff Staff Responsible for Monitoring: SIOP Facilitator Administrative Staff Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: SIOP peer facilitator will monitor instructional delivery, plan for the implementation of SIOP strategies, research instructional materials, and provide support to SIOP team teachers. [T3] (SG-R-ELL) Strategy's Expected Result/Impact: SIOP walk-through data, assessment data, ESL department leadership to staff Staff Responsible for Monitoring: SIOP Facilitator Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The SIOP instructional aides will assist in the ELL classroom and in the SIOP classrooms to provide academic support for the ELL students (SCE). (SG-R-ELL) Strategy's Expected Result/Impact: ELL student exit from ESL program Staff Responsible for Monitoring: SIOP Facilitator Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The SIOP peer facilitator will monitor grades, attendance, and discipline of all ELL students and make referrals to the IAT as needed [T3]. (SG-R-ELL) Strategy's Expected Result/Impact: ELL student exit from ESL program Staff Responsible for Monitoring: SIOP Facilitator Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The SIOP classrooms will provide an opportunity for more one-on-one teacher attention and academic intervention. [SCE, T3] (SG-R-ELL) Strategy's Expected Result/Impact: ELL student exit from program Staff Responsible for Monitoring: Administrative Staff SIOP Facilitator Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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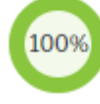
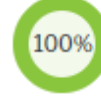
| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Student course selection and the high school graduation plans of the ELL students will be monitored by the SIOP facilitator and the school counselor to ensure successful high school completion [SCE]. Strategy's Expected Result/Impact: ELL student exit from ESL program Staff Responsible for Monitoring: Counselors SIOP Facilitator Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Interventions will be provided regularly for special education students including before/after school tutorials, parent conferences, home visits, and referrals to attendance courts when needed. (SG-Grad-SPED, SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED) Strategy's Expected Result/Impact: Progress report Six week grade checks Semester report cards Staff Responsible for Monitoring: Special Education Staff Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Special Ed students will be scheduled into regular education and support facilitation classrooms to provide optimal learning environments. (SG-R-SE) (SG-B-SE) (SG-ALG1-SE) (SG-Grad-SE) Strategy's Expected Result/Impact: Progress reports Six week grade checks Semester report cards Staff Responsible for Monitoring: Counselors Special Education Teachers Comprehensive Support Strategy Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Special Education case managers will actively monitor student success gathering current and relevant data each three weeks. (SG-Grad-SPED, SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED) Strategy's Expected Result/Impact: Progress reports Six week grade checks Semester report cards Staff Responsible for Monitoring: Special Education Staff Case managers Comprehensive Support Strategy Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Accessibility to Facilities - Classes will be reassigned, if necessary, for accessibility. Strategy's Expected Result/Impact: ARD meetings, special services data, monitoring individual needs Staff Responsible for Monitoring: Administrators Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Accessibility to Facilities - Aides will be assigned to qualified individuals with disabilities. Strategy's Expected Result/Impact: ARD, Student needs assessment, monitoring of Aides Staff Responsible for Monitoring: Administrators Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Accessibility to Facilities - Home visits will be conducted if more information regarding a disability is needed. Strategy's Expected Result/Impact: Home visit inventory data Staff Responsible for Monitoring: Special Ed. Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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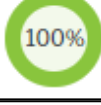
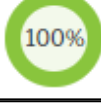
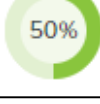
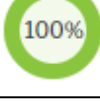
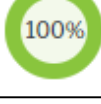
| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Alternative accessible sites will be suggested, evaluated and implemented if needed. Strategy's Expected Result/Impact: Special Programs needs assessment data Staff Responsible for Monitoring: Special Ed. Department Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: The school shall operate each program, service, or activity so that when viewed in its entirety, it is readily accessible to and usable by individuals with disabilities. a. Students on the second floor of the building will be met at their classroom by evacuation teachers. b. These teachers will delegate authority over their classes to the teachers located in their immediate vicinity and proceed to the disabled student's classroom. c. For students not in wheelchairs, please proceed down the closest designated stairwell according to the fire evacuation maps located throughout the building. d. Evacuation chairs will be utilized for students in wheelchairs who are unable to be evacuated safely downstairs by the teachers noted above. e. In the event of evacuation chair use, Administrators will meet students and teachers at room 055; the evacuation chair location. f. The assembly point for individuals needing assistance will be with the school clinic personnel in the front of the school when conditions permit. g. Teachers with physically disabled students, or those in wheelchairs who are unaccounted for, will immediately notify the administrator in charge of their evacuation sector upon taking attendance outside. h. In the event that access to the evacuation chair is blocked, teachers and administrators will use all physical means necessary to evacuate students from the building in a life - threatening situation. Strategy's Expected Result/Impact: ARD paperwork, case workers training, support / staff development delivered by PMHS Special Programs Department Leadership to staff, and assessment data Staff Responsible for Monitoring: Administrative Team Special Education Case Managers and Department Head Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: All referrals for special ed evaluations shall come from the campus intervention assistance team or the 504 committee. Strategy's Expected Result/Impact: IAT Committee Data Staff Responsible for Monitoring: Diagnosticians, AP, Counselor Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 16 Details | Formative Reviews | | |
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| Strategy 16: A special education representative will be involved in the IAT or 504 committee process prior to making a special education referral. Strategy's Expected Result/Impact: IAT and 504 Data Staff Responsible for Monitoring: Diagnostician, AP, Counselor Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: The overall IAT process will be explained to the parent and the IAT should schedule a meeting to consider the parent request. Strategy's Expected Result/Impact: IAT data, Parent survey Staff Responsible for Monitoring: Diagnostician, AP Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 18 Details | Formative Reviews | | |
| Strategy 18: During the IAT meeting, the student's academic and behavior performance should be reviewed. Strategy's Expected Result/Impact: Report cards IAT Records Discipline Records Staff Responsible for Monitoring: Diagnostician, AP Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 19 Details | Formative Reviews | | |
| Strategy 19: If the IAT determines that an evaluation for special education is recommended, the evaluation specialist should begin the referral process. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: Diagnostician Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 20 Details | Formative Reviews | | |
| Strategy 20: If the IAT determines that an evaluation is not warranted, the campus principal and Executive Director of Special Education shall be notified. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: Diagnostician | Formative | | |
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| Strategy 21 Details | Formative Reviews | | |
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| Strategy 21: The Executive Director of Special Education will review the information and consult with the campus principal. If the decision is made that the school district will not grant the parent request for an evaluation for special education, a Notice of Refusal form must be completed and given to the parent along with a Notice of Procedural Safeguards. Prior to sending the Notice of Refusal form to the parent, the Executive Director of Special Education or designee must review and approve the form. Strategy's Expected Result/Impact: Special Ed. refusal documentation Staff Responsible for Monitoring: Diagnostician, Exec. Dir. Special Ed. Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 22 Details | Formative Reviews | | |
| Strategy 22: Parent request for child receiving services: A staffing should include the 504 chair, Evaluation Specialist, teacher, and other appropriate staff members. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: 504 chair | Formative | | |
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| Strategy 23 Details | Formative Reviews | | |
| Strategy 23: During the staffing, the student's academic and behavior performance shall be reviewed. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: 504 chair | Formative | | |
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| Strategy 24 Details | Formative Reviews | | |
| Strategy 24: If the staffing team determines that an evaluation for special ed is recommended, the Evaluation Specialist will begin the referral process. Strategy's Expected Result/Impact: Request for evaluation data Staff Responsible for Monitoring: Diagnostician Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 25 Details | Formative Reviews | | |
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| Strategy 25: State Assessment Decision Making Process PMHS will review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held as soon as possible, to discuss accelerated/intensive program of instruction. (SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED) Strategy's Expected Result/Impact: ARD Committee minutes Staff Responsible for Monitoring: ARD Committee Comprehensive Support Strategy Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 26 Details | Formative Reviews | | |
| Strategy 26: PMHS will work collaboratively with the district special education office to document appropriate state assessment decision-making process for students with disabilities by: 1) use of data from progress monitoring to make determinations regarding state assessment and ensure progress 2) ensure ARD document clearly delineates the need for STAAR/STAAR-A/STAAR-Alt 3) utilizing District / State required STAAR-A and STAAR-Alt Participation Requirement Forms (SG-Read-SPED, SG-Bio-SPED, SG-Alg-SPED) Strategy's Expected Result/Impact: ARD minutes, review of state assessment page, assessment data Staff Responsible for Monitoring: ARD Committee Comprehensive Support Strategy Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 27 Details | Formative Reviews | | |
| Strategy 27: Texas Behavior Support Initiative: A core team of personnel will be trained in the use of restraint and the team will include a campus administrator or designee and any general or special education personnel likely to use restraint. Strategy's Expected Result/Impact: Incident documentation Staff Responsible for Monitoring: Behavior Team Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 28 Details | Formative Reviews | | |
| Strategy 28: Personnel called upon to use restraint in an emergency and who have not received prior training will receive training within 30 school days following the use of restraint. Strategy's Expected Result/Impact: CPI Data Staff Responsible for Monitoring: Administrators Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 29 Details | Formative Reviews | | |
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| Strategy 29: Transition Services: Transition will be addressed prior to students 16th birthday. Issues to address will be transition assessments, post secondary goals and any other issues pertinent to successful transition. Strategy's Expected Result/Impact: Transition assessment data, graduation plan Staff Responsible for Monitoring: Counselor, ARD Committee Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 30 Details | Formative Reviews | | |
| Strategy 30: PBM/CTE: PMHS will maintain a campus PBM committee comprised of district and campus representatives. Strategy's Expected Result/Impact: PBM / CTE data Staff Responsible for Monitoring: Administrators Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 31 Details | Formative Reviews | | |
| Strategy 31: PMHS will monitor students on the campus PBM/CTE list an document student progress to determine if additional interventions or assistance is necessary for the academic and behavior success of the student. Strategy's Expected Result/Impact: PBM / CTE Documentation Staff Responsible for Monitoring: PBM Committee Funding Sources: - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 32 Details | Formative Reviews | | |
| Strategy 32: Four Year Plans: Counselors will meet with each student a minimum of two times a year to discuss career goals. The program of study (four-year plan) will be reviewed and updated at each of these meetings. (SG-G-SE, SG-G-AA) Strategy's Expected Result/Impact: Conference Minutes, Graduation Plan Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 33 Details | Formative Reviews | | |
| Strategy 33: Monitoring of at-risk students: Students will be coded at-risk according to the state criteria. Strategy's Expected Result/Impact: At-risk list Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 34 Details | Formative Reviews | | |
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| Strategy 34: Students will be monitored by grade level AP, counselor, homeroom teacher and teachers to ensure that the at-risk status does not result in non-completion of high school. Strategy's Expected Result/Impact: Report cards At-risk data Staff Responsible for Monitoring: Counselors Administrative Team Funding Sources: - State Compensatory Funds | Formative | | |
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| Strategy 35 Details | Formative Reviews | | |
| Strategy 35: At-risk students will be encouraged to join PMHS clubs and organizations. Strategy's Expected Result/Impact: Program participation Staff Responsible for Monitoring: Teachers, Counselors, APs Funding Sources: - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 36 Details | Formative Reviews | | |
| Strategy 36: School nurse will provide Pregnancy Related Services (PRS) including counseling, access to resources, Homebound services, and emergency care plan for teachers. Strategy's Expected Result/Impact: Program Implementation Data Staff Responsible for Monitoring: Nurse | Formative | | |
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| Strategy 37 Details | Formative Reviews | | |
| Strategy 37: McKinney-Vento Homeless Assistance Act students will be identified and monitored to ensure academic success, access to vouchers and access to school lunch program. Strategy's Expected Result/Impact: Program Implementation Data Staff Responsible for Monitoring: Administrative Team, Nurse, Counselors | Formative | | |
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| Strategy 38 Details | Formative Reviews | | |
| Strategy 38: A campus leadership team will be developed to monitor ELL and SE students as a result of missing one or more safeguards for state accountability. The safeguards are Reading for ELL and SE populations. (SG-R-SPED, SG-R-ELL, SG-Bio-SPED, SG-ALG-SPED, SG-Grad-AA, SG-Grad-SPED) Strategy's Expected Result/Impact: CBA and STAAR data for monitored students Staff Responsible for Monitoring: Safeguards Campus Leadership Team | Formative | | |
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| Strategy 39 Details | Formative Reviews | | |
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| Strategy 39: The CLT will meet once per six weeks to monitor student progress and implementation of interventions. (SG-R-SE, SG-R-ELL, SG-Bio-SPED, SG-Alg-SPED) Strategy's Expected Result/Impact: CBA and STAAR data for monitored students Staff Responsible for Monitoring: Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: PMHS students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Evaluation Data Sources: Technology delivery system report, student surveys, PMHS class credit documentation (Edgenuity etc.)

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students who do not meet the credit requirement to advance to the next grade level will be scheduled in a rollback homeroom for teachers and advisors to provide additional support for academics, attendance, and behavior. Strategy's Expected Result/Impact: Report Cards assessment data Staff Responsible for Monitoring: Counselors, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students who do not meet the credit requirement to be promoted to the next grade level will be enrolled in Edgenuity credit grade/credit recovery program to regain credit. Strategy's Expected Result/Impact: Edgenuity data Staff Responsible for Monitoring: Counselors, Jon Thompson Funding Sources: - State Compensatory Funds, - 206- Texas Hurricane Homeless Program | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: PMHS will work directly with Community Evening School to provide flexible learning opportunities for students. Strategy's Expected Result/Impact: Graduation and completion rates, Community Evening School data Staff Responsible for Monitoring: Administrative staff | Formative | | |
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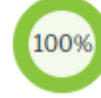

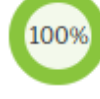



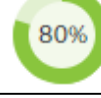
Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.








Performance Objective 1: PMHS students will annually receive information and guidance necessary to facilitate successful entry in post secondary education.

Evaluation Data Sources: Graduation plans, four year plans, class talks (Junior & Senior), counselor documentation, PMHS College Room usage, attendance at college fair, and post secondary entrance success rate

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The College Now Coordinator will work with all students, staff, and parents to promote college and career readiness. Strategy's Expected Result/Impact: College acceptance data Staff Responsible for Monitoring: College Now Coordinator | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The focus on college entrance exams will begin in all 9th, 10th and 11th grade classrooms in addition to senior classrooms. Strategy's Expected Result/Impact: College Board Evaluation Data Staff Responsible for Monitoring: Administrative Team Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: AVID personnel will continue their support and focus on providing learning opportunities to all students to encourage college preparation through the Early College High School. Strategy's Expected Result/Impact: College Board Evaluation Data Increase enrollment in AP program Staff Responsible for Monitoring: AVID teachers | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All 9th, 10th and 11th grade students will take the PSAT. Strategy's Expected Result/Impact: College Board Evaluation Data Staff Responsible for Monitoring: Testing coordinators | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Partnership with the San Jacinto College shared planner will continue to guide students with college and career planning. Strategy's Expected Result/Impact: College acceptance data Student participation data Staff Responsible for Monitoring: Shared Planner | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: SAT, TSIA, and PSAT prep sessions will be provided to students at minimal cost on campus. Strategy's Expected Result/Impact: SAT and PSAT scores, participation Staff Responsible for Monitoring: College Now Coordinator Funding Sources: - 206- Texas Hurricane Homeless Program | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Colleges and universities will be invited to visit with students during lunch to provide application information. Strategy's Expected Result/Impact: Student participation and college application data Staff Responsible for Monitoring: College Now Coordinator | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Students will be given opportunities to visit colleges through College Now. Strategy's Expected Result/Impact: Student participation and college application data Staff Responsible for Monitoring: College Now Coordinator | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: All PMHS students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: College Week involvement, participation at College Career Night, College visits, and AVID data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students enrolled in principles courses will complete a career exploration unit. Strategy's Expected Result/Impact: Career and college readiness data Staff Responsible for Monitoring: CTE teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Every student will participate in "Class Talks" presented by College Now coordinator and counselors. Topics will include information regarding career exploration and readiness. Strategy's Expected Result/Impact: Career and college readiness data Staff Responsible for Monitoring: College Now Coordinator Counselors | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Military recruiters will be welcomed to the campus to visit with students regarding military career opportunities. Strategy's Expected Result/Impact: Career and college readiness data Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Special Education students will participate in a transition fair which will provide them with information about post-high school careers. (SG-G-SE) Strategy's Expected Result/Impact: Special education post-grad data Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: PMHS will actively recruit highly qualified staff to deliver rigorous and relevant instruction to our students.

Evaluation Data Sources: Highly qualified compliance report, status report, campus personnel data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Potential candidates will be screened by PISD Administration and scored based on specific criteria. PMHS will view scores and discuss whether the candidate meets the requirements for the job description. Strategy's Expected Result/Impact: Applicants' qualifications District Criteria Staff Responsible for Monitoring: PMHS Administrative Team PISD Human Resources | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Potential candidates will be interviewed by a committee headed by the content area supervisor. A collaborative decision will be based upon the academic needs of the students served. Strategy's Expected Result/Impact: Hiring of highly qualified staff members Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: We will develop a highly qualified staff through focused training, based upon teacher dialogue, surveys, requests, and district initiatives.

Evaluation Data Sources: Staff participation
 Staff development log
 Walk-through data
 Observations
 Teacher survey

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Regular training will be offered throughout the day during common conference periods and before/after school. The training will be relevant to the needs of the teachers as they prepare to serve our students. Strategy's Expected Result/Impact: Team Training Agenda Team Training Minutes Walk-throughs Staff Responsible for Monitoring: Department heads Team Leaders Content coaches Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: We will develop high quality first year-teachers through a mentoring program. Strategy's Expected Result/Impact: Walk-throughs Observations Feedback from assigned Mentors Staff Responsible for Monitoring: Master Mentors Administrators Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will develop high-quality veteran teachers who are new to our campus through a "buddy" program. Strategy's Expected Result/Impact: Teacher feedback Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We will utilize state compensatory funds to employee highly qualified staff in the content areas, as well as support positions and content specialists. Staff Responsible for Monitoring: Administrators Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: We will retain highly qualified staff through the support of content teams, new teacher meetings, assigned mentors and buddies, coaching, walk-throughs with mentor, and a commitment by the administrative staff to frequently recognize those who regularly provide help to the new faculty member.

Evaluation Data Sources: Walk-throughs
Feedback data from mentors and coaches

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will meet at least once a week with other teachers in their common subject area as a Professional Learning Community. The teams will focus on four areas of dialogue: What will we teach? How will we teach it? How will we know if students learned the material? What will we do if students did not grasp the material? Strategy's Expected Result/Impact: New Teacher survey Mentor Teacher observation data Walk-throughs Staff Responsible for Monitoring: Teachers, Coaches, Administrative Teams, Master Mentor Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Content team leaders will attend training on effective facilitation of team meetings. The training will focus on establishing norms, disaggregation of data, and tools for guiding dialogue. Strategy's Expected Result/Impact: Team minutes Team Agenda Data gathered by Administrative Team attending the meetings Staff Responsible for Monitoring: Department Heads Content Team Leaders Administrative Team Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The administrative staff will give frequent public recognition to teachers who regularly provide rigorous, relevant instruction to our students. Strategy's Expected Result/Impact: Teacher survey Maverick Award nominations Staff Responsible for Monitoring: Administrative Team Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teacher leaders will attend training and participate in external and internal instructional rounds. Strategy's Expected Result/Impact: Teacher feedback; PLC planning Staff Responsible for Monitoring: Administrators | Formative | | |
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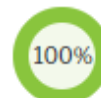


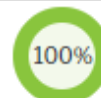



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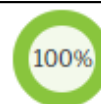
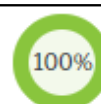
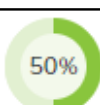
Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.









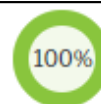
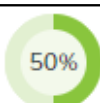
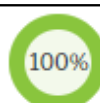
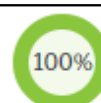
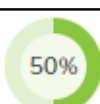
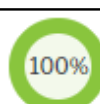
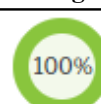




Performance Objective 1: PMHS will provide a safe and civil environment for all stakeholders.

Evaluation Data Sources: Student, parent, community, and staff surveys

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Assistant Principals will be assigned to a grade level and remain with the grade level until the class has graduated to build relationships, ensure transitions each year and establish rapport with parents. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teach appropriate student behaviors through interventions such as counseling, individual student conferences, guest speakers/presentations, and parental involvement. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Administrators, Counselors, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Educate students, teachers, parents and administrators about violence prevention and intervention through a concentrated focus on bullying, conflict resolution, suicide prevention and harassment. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Counselors & Administrative Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Be proactive by identifying potential problems before they escalate by reviewing data and actively monitoring behavior in the classrooms, hallways, and common areas. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: All Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students will wear school-issued ID badges at all times during the school day. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Maintain the tardy sweep program. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Collect and analyze data from surveys distributed to students, parents, and teachers regarding the satisfaction of services provided by PMHS. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Safe and Civil Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Involve parents by holding regular booster club meetings, parent informational meetings, and Open House nights. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Administrative staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Build community support by involving students and parents in grades K-8 in high school activities. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Conduct home visits to students who are disengaged and exhibiting at-risk behaviors. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Administrative team | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Communicate regularly with parents and community by utilizing the district call-out system, "Remind," the school website, the marquee, social media and regular mailouts. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Utilize the College Now Coordinator to provide additional support for student interest in college and career opportunities. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: College Now Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Utilize the AVID teacher to provide additional academic support for at-risk students enrolled in the AVID class. Strategy's Expected Result/Impact: Student, parent, community, and staff surveys Staff Responsible for Monitoring: AVID teacher | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: PMHS attendance office will conduct on going attendance monitoring.

Evaluation Data Sources: Attendance audits with attendance clerks

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Pasadena Memorial High School will conduct parent conferences for students whose attendance rate needs improvement. Strategy's Expected Result/Impact: Attendance audits with Attendance clerks Staff Responsible for Monitoring: Counselors, APs Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will monitor student attendance rates in the classroom and report any irregularities to the administration and attendance office. Strategy's Expected Result/Impact: Attendance audits with Attendance clerks Staff Responsible for Monitoring: All Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Collaborate and communicate with the District Attorney and the truancy court judges to ensure parent and student compliance with state attendance laws. Strategy's Expected Result/Impact: Attendance audits with Attendance clerks Staff Responsible for Monitoring: Truancy Clerk Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue automated call-out phone system to ensure all parents receive notification of student absences. Strategy's Expected Result/Impact: Attendance audits with Attendance clerks Staff Responsible for Monitoring: School District Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide Saturday make-up sessions and/or tutorials for students who have not met the 90% attendance requirement rule for credit purposes. Strategy's Expected Result/Impact: Attendance audits and Attendance clerks Staff Responsible for Monitoring: Administrative team Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Continue utilizing attendance committee for the purpose of reviewing the petitions for credit for those students who have extenuating circumstances. Strategy's Expected Result/Impact: Attendance audits and Attendance clerks Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Teachers will maintain a tutoring log to accurately account for make-up time. Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.














Performance Objective 3: PMHS will encourage, maintain, and nurture a positive learning environment.

Evaluation Data Sources: Student discipline reports

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Appropriate behavior will be maintained through counseling, positive role modeling, parent communication, and when necessary, disciplinary actions. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrators, Counselors, All Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: PISD Student Code of Conduct will be made available to all students. The handbooks will be referred to for clarification and definition of appropriate student behavior(s). Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrators, Counselors, All Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Safe and Civil Schools will be implemented for school-wide student behavior management strategies including recognizing, celebrating, and rewarding positive and productive student behaviors. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrators, Staff Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Leadership skills will be taught and nurtured through coordinated community service projects and business partnerships. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Student Organizations, Club Sponsors Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Cooperative learning strategies will be implemented in all classrooms in order to promote positive student interactions. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrators, All Teachers Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Student participation in clubs, organizations, and extra-curricular activities will be encouraged and monitored. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Teacher Sponsors Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The PMHS staff will promote, encourage, and monitor student participation in school pride activities such as pep rallies, bonfire, tailgating, athletic events, fine arts concerts, and clubs. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: All Staff Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Students will be represented by their peers on the Superintendent's Advisory Board, and the Principal's Advisory Board. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Students will visit college campuses, attend college admission presentations, and be provided with information regarding college scholarship opportunities. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: College Now Coordinator ECHS Personnel Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Students will explore college admissions requirements with the help of the AVID program, Early College High School and College Now Coordinator. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 11: Students will participate in class officer elections, student council elections, homecoming and other student leader activities. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrative Staff Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Students will be encouraged to participate in academic, athletic, and fine arts UIL activities. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: All teachers & staff Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: 13) During homerooms and varied classroom time teachers will incorporate restorative discipline practices. These practices are defined as restorative circles. Staff Responsible for Monitoring: Counselors, Assistant principals ESF Levers: Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: PMHS faculty and students will increase community and business partnerships through community outreach initiatives.

Evaluation Data Sources: Growth in organization

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: PMHS students will participate in various activities to support community needs. Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: Organizational Sponsors Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Students will be recognized at the Pasadena Rotary and Noon Optimist each month. Strategy's Expected Result/Impact: Student discipline referrals Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will be required to participate in 25 hours of community service each year to earn a cord for graduation. Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: Administrators, Counselors | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 6: We will ensure vital and ongoing relationships with our business and community partners.











Performance Objective 2: PMHS faculty and students will provide opportunities for community involvement and partnerships through campus activities.

Evaluation Data Sources: Increase in events, increase in participation

Summative Evaluation: Met Objective

Next Year's Recommendation: Encourage more Spring activities.

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: PMHS students will participate in Veteran's Day activities. Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: Fine Arts and Social Studies Departments Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: PMHS students will participate in community projects such as the Rodeo Parade, Breast Cancer awareness, Strawberry Festival, Texas Invitational Basketball Tournament, Race for the Cure, Walk for Sight, Autism Walk, and Relay for Life. Strategy's Expected Result/Impact: Student Discipline Referrals Staff Responsible for Monitoring: All Staff Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: PMHS and/or student organizations will host community events such as Tailgate, Back To School Bash, Maverick March and Bonfire, Meet The Team to encourage community involvement in the school. Strategy's Expected Result/Impact: Student Discipline Referrals, Community survey Staff Responsible for Monitoring: Administration | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.











Performance Objective 1: PMHS will actively incorporate appropriate technologies throughout the campus to support both instructional and administrative needs.

Evaluation Data Sources: Use of Technology in the classrooms

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students and teachers will have access to technology in the classroom. Strategy's Expected Result/Impact: Student use of technology Walk-throughs Staff Responsible for Monitoring: Administrators Funding Sources: - 411 - Technology Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Infrastructure to allow wireless capabilities will be maintained and working across the campus to support 1:1. Strategy's Expected Result/Impact: Use of technology by students Staff Responsible for Monitoring: Administrators Funding Sources: - 411 - Technology Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will be allowed to use their personal telecommunications devices in classrooms for educational purposes at the teacher's discretion. Strategy's Expected Result/Impact: Use of technology in the classroom Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will detail use of technology in their lesson plans and facilitate student use. Strategy's Expected Result/Impact: Use of technology reported in the teachers' lesson plans Staff Responsible for Monitoring: Administrative Team Funding Sources: - 411 - Technology Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students have access to the Edgenuity credit and grade recovery program. Strategy's Expected Result/Impact: Grade/Credit recovery data Staff Responsible for Monitoring: Counselor, AP Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: All students will be issued a tablet as part of the district's 1:1 initiative. Strategy's Expected Result/Impact: Completion of roll out Staff Responsible for Monitoring: Administrative staff, technology committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: District 1:1 technicians will provide support to students when repairs or replacements are needed on devices. Strategy's Expected Result/Impact: Repair data Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: The campus technology committee will regularly evaluate success of 1:1 initiative implementation and will design a discipline policy for devices. Strategy's Expected Result/Impact: Implementation data Student discipline data Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 2: Staff development opportunities will be created and designed for PMHS teachers to learn new ways in which to align current research based practices instructionally with the implementation of new technologies.

Evaluation Data Sources: Use of technology in classrooms

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Technology Liaisons will offer monthly training opportunities to PMHS teachers to enhance their skills. Strategy's Expected Result/Impact: Use of technology in the classroom Walk-through Data Staff Responsible for Monitoring: Administrators Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: PMHS Teachers will be encouraged to take E-courses and Webinars that will provide enrichment activities that incorporate technology into their classroom instruction. Strategy's Expected Result/Impact: Use of E-course data Use of Webinar data Staff Responsible for Monitoring: Administrative Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus Content Specialist for Instructional Technology will work with PLCs to incorporate technology into lessons and offer trainings to encourage incorporating technology. Strategy's Expected Result/Impact: Successful incorporation of technology into instruction Staff Responsible for Monitoring: District specialists | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Miller Intermediate

2020-2021 Formative Review



Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





Performance Objective 1: Teachers will successfully work in collaborative teams using the PLC process to meet the individual needs of every student.

Evaluation Data Sources: Overall student achievement will meet or exceed state performance on STAAR for each of the core areas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teacher teams will answer the four essential questions for each lesson plan unit: 1. What do we want students to know? 2. How will we know they got it? 3. What do we do if they don't get it? 4. What do we do if they already know it? Strategy's Expected Result/Impact: Successful implementation will result in the following: 1. Teachers and students will have a targeted focus as it relates to "Need to Knows" and "Nice to Knows" 2. Teachers will collect and use formative and summative data to measure student mastery of the targeted TEKS and make needed adjustments to instruction 3. Teachers will appropriately differentiate and provide real-time interventions/re-teach based on what students do not master 4. Teachers will pre-plan enrichment activities to extend the learning for those who already demonstrate TEK mastery Staff Responsible for Monitoring: Teachers, Admin Team Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Teacher teams will establish and abide by norms for the following: 1. Team Meetings 2. Lesson Planning Protocol 3. Data Disaggregation Protocol 4. Text-Coding Protocol Strategy's Expected Result/Impact: Successful implementation will result in the following: 1. Team meetings will run effectively and efficiently with all members coming prepared and actively participating 2. Teams will pre-vet lessons together and deliver effective instruction designed to meet the individual needs of students 3. Teacher teams and individual will take a "by student, by standard" approach to data disaggregation and adjust instruction as necessary 4. Students will use consistent campus-wide text coding strategies by department: Math- CUBS Science- RULES Social Studies- RULES ELAR- Vertically aligned PAT List Staff Responsible for Monitoring: Teacher Teams, Admin Team Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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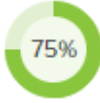
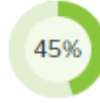





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: We will collaboratively work as a campus to develop and successfully implement a tiered RTI process that includes universal screenings, diagnostic assessments, and leveled support for all students. (See Miller RTI Pyramid)

Evaluation Data Sources: All students will receive the appropriate amount of tiered support based on individual needs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: We will use the following universal screenings and diagnostic assessments to identify which students are on track and those in need of intervention: 1. Common Assessments 2. CBA exams 3. Lexile Testing Strategy's Expected Result/Impact: Successful implementation will result in: 1. Identification of students in need of tiered intervention 2. Appropriate level of support 3. Persons responsible for providing support 4. Persons responsible for monitoring progress Staff Responsible for Monitoring: Teacher Teams, Content Specialists, Counselors, APs Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will develop and implement school-wide RTI supports for each of the following levels: Tier 1- Core Program (All students have access) Tier 2- Supplemental Program (Certain students have access) Tier 3- Intensive Program (Certain students have access) Strategy's Expected Result/Impact: Successful implementation will result in students receiving appropriate school-wide support at the correct tiered level based on individual need. Staff Responsible for Monitoring: Admin Team Comprehensive Support Strategy Funding Sources: RTI Training for school personnel; books and supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$31,949.64 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will develop and implement teacher team RTI supports for each of the following levels: Tier 1- Core Program (All students have access) Tier 2- Supplemental Program (Certain students have access) Tier 3- Intensive Program (Certain students have access) Strategy's Expected Result/Impact: Successful implementation will result in students receiving appropriate teacher team support at the correct tiered level based on individual need. Comprehensive Support Strategy | Formative | | |
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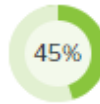


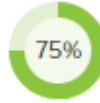


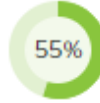

| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Students in need of math and/or literacy remediation will participate in Think Through Math (Math) and/or LLI/Saddlebook (Literacy). Strategy's Expected Result/Impact: Increased performance on math, reading, writing, summative assessments Staff Responsible for Monitoring: Teachers, Counselors Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide dictionaries, thesauri, and other instructional resources for classroom instruction as well as state, district and campus-mandated testing. Strategy's Expected Result/Impact: STAAR Scores Staff Responsible for Monitoring: ELAR Specialist Math Specialist Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Reference material (dictionaries (english & bilingual), thesauri, calculators - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
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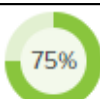
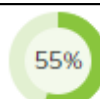





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: All policies and procedures will be followed so that Miller is in compliance with Special Education requirements and all special education students receive appropriate services. Accountability Area Targeted: State Accountability

Evaluation Data Sources: 2019 STAAR Data, compliance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/ Intensive Program of Instruction. Strategy's Expected Result/Impact: All instructional plans will be current and appropriate to the needs of the individual student as evidenced by satisfactory performance on assessments. Staff Responsible for Monitoring: Special Ed. Administrator Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines. Strategy's Expected Result/Impact: All initial evaluations will be completed within time frame given. Staff Responsible for Monitoring: LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Evaluations will be completed according to district procedures. Staff Responsible for Monitoring: LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Aand STAAR Alt Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR performance data will indicate appropriate test with appropriate accommodations/ modifications where assigned. Staff Responsible for Monitoring: Administrators | Formative | | |
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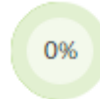
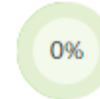



| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: All appropriate staff will receive CPI training. Staff Responsible for Monitoring: Special Education Administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: All students will have necessary access to facilities. Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will follow district procedures in addressing Transition requirements for students with disabilities. Strategy's Expected Result/Impact: Transition will be appropriately addressed and documented. Staff Responsible for Monitoring: LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Appropriate placement will be evidenced by satisfactory performance by students on assessments and report cards. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Student services provided will match the scheduled services identified in their IEP's. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Teachers, SPED Case Managers, SPED Administrator | Formative | | |
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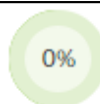

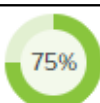
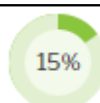
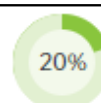
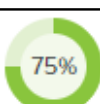
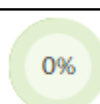
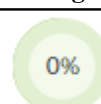




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: By June 2020, all students will have participated in activities and received information on college and career topics.

Evaluation Data Sources: Student participation in college/career activities, along with evidence of topics in lesson plans.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The PSAT test will be administered to eighth grade students and seventh graders will take the Kuder test. Strategy's Expected Result/Impact: Test taken and results discussed with students Staff Responsible for Monitoring: Testing Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Lessons will be provided during homeroom that support college and career readiness for all students. Strategy's Expected Result/Impact: Lessons will be created and implemented. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All 8th graders will take a field trip to tour the Career Tech High School and learn about college/career options available to those who attend. Strategy's Expected Result/Impact: Completed CTHS application Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Train selected teachers on AVID strategies to promote college-ready academic behaviors. Strategy's Expected Result/Impact: Walk-through data Staff Responsible for Monitoring: Counselors | Formative | | |
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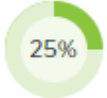








| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Promote college readiness and participate in college week with daily activities. Strategy's Expected Result/Impact: Increased college and career option awareness. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Students will participate in a College Night with various session topics including CTHS, ECHS, meet with college representatives, and participate in a Q&A session with local high school students regarding how to prepare for college. Strategy's Expected Result/Impact: Participation in college/career awareness activities Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Students will have opportunities to participate in college field trips. Strategy's Expected Result/Impact: Writing assignment about the experience Staff Responsible for Monitoring: Counselors, Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Students will participate in individual planning sessions with the counselor regarding the career program of study. Strategy's Expected Result/Impact: Completed career program of study Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: All eighth graders will attend an Early College High School presentation to learn about options for taking college courses and earning an associates degree with their high school diploma. | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Miller Intermediate will ensure that all staff will be highly qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Met Objective








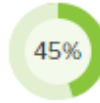





| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: We will hire quality personnel and provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations. Staff Responsible for Monitoring: Principals, Campus Leaders Funding Sources: Medicare - State Compensatory Funds - \$2,513, Group Health and Life Insurance - State Compensatory Funds - \$28,519, Salaries - Teachers & Other Professionals - State Compensatory Funds - \$179,010, Teacher Retirement - State Compensatory Funds - \$11,788 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All teachers will participate in staff development opportunities, data dis-aggregation, and school district initiatives. Strategy's Expected Result/Impact: Increase retention rate, teacher development, improve instruction Staff Responsible for Monitoring: Principals, Campus Leaders | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Miller will attain a 90% teacher retention rate.

Evaluation Data Sources: Improved teacher retention rate











Summative Evaluation: Met Objective










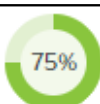
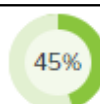

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Build leadership capacity among staff by appointing team leaders who will participate in personal professional growth opportunities, be involved in decision-making, and lead the PLC process. Strategy's Expected Result/Impact: Products will be created as the result of collaborative planning and student achievement results will increase. Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Coordinate activities to promote and maintain team morale such as personal notes, cook-outs, Falcon Shout-Outs, teacher incentives, and team-building. Strategy's Expected Result/Impact: Start It, Keep It, Stop It data Survey data will indicate teacher satisfaction with the process Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Recognize and celebrate faculty/staff achievements/contributions through Shout Outs in the Flight Plan, Teacher of the Week, Teacher of the Year, New Teacher of the Year, and Paraprofessional of the Year. Strategy's Expected Result/Impact: Faculty and staff will feel valued as a member of our Falcon Family. Staff Responsible for Monitoring: Leadership Team | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: Hire staff and train them to meet the academic, social, emotional, and behavioral needs of learners.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Team leads will be trained in the RTI process. Strategy's Expected Result/Impact: Successful implementation will result in teacher teams effectively providing Tier 1 and 2 supports to students as outlined by the RTI pyramid. Staff Responsible for Monitoring: Admin Team Comprehensive Support Strategy Funding Sources: General Supplies and Materials - State Compensatory Funds - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All faculty and staff will be trained in Youth Mental Health First Aid. Strategy's Expected Result/Impact: Faculty and staff will be prepared to identify a student in need of mental health assistance and lead them to resources for help. Staff Responsible for Monitoring: Counselors | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The principal, assistant principals, and counselors will complete the necessary training to become a Level 1 Trauma Certified Practitioner- Education. Strategy's Expected Result/Impact: The leadership team will be equipped to look for the motivation behind the behavior and provided effective support to students. Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All faculty and staff will attend training in Trauma Informed Care. Strategy's Expected Result/Impact: Faculty and staff will be equipped to look for the motivation behind the behavior and provide effective support to students. Staff Responsible for Monitoring: Counselors Funding Sources: Books & Reading Material - Non Library - State Compensatory Funds - \$500 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Core teams will be trained in writing effective language objectives. Strategy's Expected Result/Impact: Teachers will write effective language objectives including the language domain from the ELP, the academic focus from the TEK, and the research-based strategy used to move students to mastery. Staff Responsible for Monitoring: Admin Team Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 6: Science teachers will attend Conference for the Advancement of Science Teaching (CAST). Strategy's Expected Result/Impact: Increased performance on science CBA's and STAAR Staff Responsible for Monitoring: Science AP | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: All faculty and staff will be trained in the campus PBIS system regarding school-wide procedures and classroom expectations. Strategy's Expected Result/Impact: Student misbehavior will be handled consistently across the campus in class and in the office Staff Responsible for Monitoring: PRIDE Team, Admin Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: All faculty and staff will be trained using the Miller SPED Guidebook to ensure teachers can effectively carry out their responsibilities as they relate to meeting the needs of SPED students. Strategy's Expected Result/Impact: Students will receive appropriate services as outlined in their IEPs. Staff Responsible for Monitoring: Admin Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Instructional aides will receive training regarding their responsibilities for providing appropriate instructional support and collecting necessary data for SPED and LEP students. Strategy's Expected Result/Impact: Students will receive appropriate support from instructional aides. Teachers/case managers will have needed data to make informed instructional decisions for students. Comprehensive Support Strategy | Formative | | |
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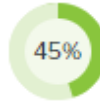





| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Teachers will attend technology professional development to learn additional strategies for blended learning, flipped learning, and video teaching. Strategy's Expected Result/Impact: Eduphoria credit for tech PD Walk-throughs Improved student performance on summative data Staff Responsible for Monitoring: Teachers, Tech Liaison Comprehensive Support Strategy Funding Sources: Books & Reading Materials - Non Library - State Compensatory Funds - \$1,008 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Faculty and staff will be trained on bullying to prepare them to recognize the behavior and address it. Strategy's Expected Result/Impact: Reduced number of discipline referrals for bullying Staff Responsible for Monitoring: Administrators, Counselors | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 4: Hire and retain staff trained to work with at risk students.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Miller will hire teachers for the dual language program. Strategy's Expected Result/Impact: Students in the dual language program will demonstrate mastery of the content in both English and Spanish. Staff Responsible for Monitoring: Principal Funding Sources: Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$291,950.90 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Miller will hire Title 1 instructional aides to provide student support in the classroom. Strategy's Expected Result/Impact: Student subpop performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$51,297.76 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Miller will hire peer facilitators to provide at risk student support. Strategy's Expected Result/Impact: Student subpop performance on STAAR will increase. Staff Responsible for Monitoring: Principal Funding Sources: Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$147,302.46 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2021, we will consistently increase the amount of parent participation in family events and parent meetings compared to the 2019 data. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Attendance documentation for family events and meetings

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide multiple opportunities for parents to participate in the school, such as Pastries with the Principal, Falcon Fall Fest, Festival of Lights, Report Card Nights, and dances. Strategy's Expected Result/Impact: Attendance rosters will show increased attendance at all events Staff Responsible for Monitoring: Peer Facilitators Funding Sources: Parent training material such as Second Step Curriculum, Printer and ink for printing informational and learning materials, etc. - 211 - Title 1 A - Economically Disadvantaged Study - \$4,792.45 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Offer parent education classes including multiple nutrition classes, gang awareness, internet safety, finance. Strategy's Expected Result/Impact: Attendance rosters will show increased attendance at all events. Staff Responsible for Monitoring: ACE Coordinator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Communicate information monthly through a variety of methods in order to increase parent participation compared to the 2016 data. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Attendance of parents at events and meetings as well as satisfaction with school efforts according to campus surveys

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Maintain current information on the school web site. Strategy's Expected Result/Impact: Increased parent participation as a result of effective communication Staff Responsible for Monitoring: Technology Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use Twitter, Facebook, Remind, and the phone call out system to communicate important dates and events at least twice each month. Strategy's Expected Result/Impact: Increase parent satisfaction and involvement Staff Responsible for Monitoring: Peer Facilitators and Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Increase participation in the Parent Ambassador group with parent volunteers to support school efforts to involve other parents on campus. Strategy's Expected Result/Impact: Increased parent visibility and involvement on campus. Staff Responsible for Monitoring: Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: By May 2021, we will increase the number of parents we have volunteering at various campus events for students and families compared to the 2019 data. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Sign-in sheets for events.

Summative Evaluation: Significant progress made toward meeting Objective

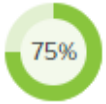






| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Maintain sign in sheets for volunteer opportunities that are provided to parents throughout the year. Strategy's Expected Result/Impact: Increase in parent participation in school activities. Staff Responsible for Monitoring: Parent Coordinator PF Counselors ACE Coordinator CIS Coordinator | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 4: We will offer various ways in which parents can become involved with the school and support their students including Parent Ambassadors, Curriculum/STAAR Nights and Charlas.

Evaluation Data Sources: Participation based on sign-in sheets.

Summative Evaluation: Significant progress made toward meeting Objective



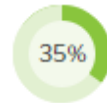



| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Conduct parent education classes including college readiness, and health and wellness. Staff Responsible for Monitoring: Peer Facilitators ACE Coordinator | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 5: By June 2021, we will increase the number of quality partnerships we have with businesses and members of our community through service opportunities.

Evaluation Data Sources: Increased quality partnerships with businesses and community partners.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students will participate in community service opportunities such as volunteering at the local church, participating in city food drive and toy drive. Strategy's Expected Result/Impact: Community service hours, Food donations Staff Responsible for Monitoring: Sponsors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Miller will participate in the HOSTS program through which local high school students volunteer in classrooms to provide student support. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Peer Facilitator | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Create a Community Outreach Team to actively seek out partnerships in the community. Strategy's Expected Result/Impact: Increased number of quality business and community partnerships Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 1: We will decrease the amount of discipline referrals through our school-wide PBIS system.

Evaluation Data Sources: Discipline data

Summative Evaluation: Significant progress made toward meeting Objective

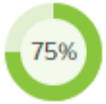


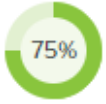
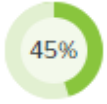








| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will use a leveled discipline system to address behavior issues on campus. Levels are as follows: Level 1- Mild Infractions (teacher corrected) Level 2- Moderate Infractions (student remains in class, referral placed in AP box) Level 3- Severe Infractions (student removed from area) Strategy's Expected Result/Impact: Student misbehavior will be handled consistently across the campus in class and in the office Staff Responsible for Monitoring: PRIDE Team, Admin Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will have develop and implement a classroom management plan with expectations for behavior and consequences in accordance with school-wide policy. The plan will also include maintaining documentation in a discipline binder. Strategy's Expected Result/Impact: Consistent expectations and enforcement of classroom rules. Staff Responsible for Monitoring: Admin Team | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 2: All students will know and abide by our PRIDE values (Guidelines for Success.)

Evaluation Data Sources: Decrease in overall discipline referrals.

Summative Evaluation: Met Objective





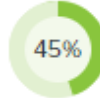




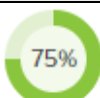
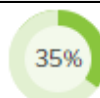
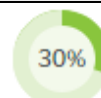




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Students will participate in the following PRIDE value activities: 1. Back to School lessons in HR 2. Mini-lesson updates 3. PRIDE pep rallies Strategy's Expected Result/Impact: Students will know the PRIDE values and model them at school Staff Responsible for Monitoring: PRIDE Team, Admin Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Faculty and staff will recognize students for modeling PRIDE values through the following: 1. Falcon Shout Outs 2. Phone calls home 3. Miller Money incentive Staff Responsible for Monitoring: Admin Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Behavior expectations for common areas will be taught and posted in common areas in the context of our Guidelines for Success. Strategy's Expected Result/Impact: Students will display expected common area behaviors according to our Guidelines for Success Staff Responsible for Monitoring: PRIDE Team | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 3: By June of 2021, we will become a trauma-informed school.

Evaluation Data Sources: Student social/emotional wellness surveys

Summative Evaluation: Significant progress made toward meeting Objective





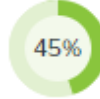

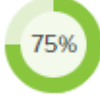






| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Students will participate in various social emotional lessons throughout the year based on the Casel model competencies including self-awareness, self management, social awareness, relationship skills, and responsible decision making. Strategy's Expected Result/Impact: Students will have a welcoming, caring climate in which to learn. Staff Responsible for Monitoring: Counselors Funding Sources: Books & Reading Material - Non Library - State Compensatory Funds - \$500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will participate in small group counseling sessions based on various social/emotional learning (SEL) topics Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will employ a Community In Schools site coordinator to provide various services including academic support, enrichment activities, college readiness, parent involvement, health and human services, and supportive guidance. Strategy's Expected Result/Impact: Students and families will receive extra support in these areas. Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will use an Action Based learning Lab for initial instruction as well as some for Tier 2 and Tier 3 behavior interventions. Staff Responsible for Monitoring: Admin Team | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 4: We will increase our campus attendance rate to at least 96.5% for the 2020-21 school year.

Evaluation Data Sources: Attendance rate for the year will be at or above 96.5%.

Summative Evaluation: Significant progress made toward meeting Objective


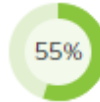




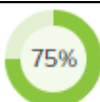
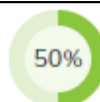





| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Miller will implement a leveled approach to attendance with the following tiers: Tier 1: Universal Plan for students missing between 2-8% of school Tier 2: At-Risk Plan for students missing between 9-20% of school Tier 3: Plan for students who are chronically absent missing more than 20% of school *All tiers will include a family/community component Strategy's Expected Result/Impact: Attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The following areas will be targeted by tier to reduce absenteeism: -Monitoring Data -Engaging students and parents -Recognizing good and improved attendance -Personalized early outreach Strategy's Expected Result/Impact: Attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Miller will implement a Truancy Prevention Policy which includes the following: -Warning Letters -Parent Contact -Attendance Contracts -Counseling Conferences -Truancy Referrals Strategy's Expected Result/Impact: Attendance rate will improve. Staff Responsible for Monitoring: Attendance Administrator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional, and physical well-being of all students and staff.

Performance Objective 5: By June 2021, there will be a reduction in the reported incidents of bullying as a result of Miller's Bully Prevention Campaign.

Evaluation Data Sources: Reduction in reported bullying incidents (discipline data), survey results

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Counselors will provide student lessons over topics including bullying vs. conflict, cyber-bullying, and how to report bullying. Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers, counselors, principals and parents will communicate to effectively address bullying concerns. Strategy's Expected Result/Impact: Survey data will show adults and students feel the school is a safe place Staff Responsible for Monitoring: Administrators, Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will bring in speakers and have presentations such as the "Change Happens" group to speak with students about Bully Prevention. Strategy's Expected Result/Impact: Students will learn strategies to prevent and report bullying incidents. Staff Responsible for Monitoring: CIS Site Coordinator | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Milstead Middle School

2020-2021 Formative Review



Mission Statement

The Mission of Milstead Middle School is to ensure **ALL** studnets **RISE** to high levels of educational achievement by providing a safe, supportive, and challenging environment.

Vision

To Create Opportunities for Students to Learn to Think for Themselves.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.


Performance Objective 1: By May 2021, 70% of 5th Grade Students will meet the progress standard and 60% of 6th Grade Students will meet their progress measure on the Reading STAAR.











Targeted or ESF High Priority

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement. PLC's will be facilitated by the campus instructional coach. Strategy's Expected Result/Impact: Team Meeting Agendas, PLC Agendas, and Sign In Sheets Staff Responsible for Monitoring: Team Leaders, Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks, 7 Steps to a Language-Rich Classroom, Anchor Charts). Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators); Coaching Observations, Lesson Plans Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Interactive Notebooks, Reflection Journals, and Supplies to Support Instructional Strategies - 211 - Title I A - Economically Disadvantaged Study - \$4,914 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Teachers will collaboratively develop and administer a minimum of 1 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful during Enrichment and tutorials. Strategy's Expected Result/Impact: Common Assessments Results Staff Responsible for Monitoring: PLC Facilitators, Assistant Principals, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$5,000, Supplies and Reading Materials for Interventions - State Compensatory Funds, Payroll and Material for Interventions - 206- Texas Hurricane Homeless Program | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Small group instruction/guided reading will occur in each ELAR class at least two times per week throughout the school year, beginning the last week of November 2020. Strategy's Expected Result/Impact: Walkthroughs, Common Assessment Results, MAP Results, STAAR Results Staff Responsible for Monitoring: Campus Instructional Coach, Assistant Principals, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: One-on-one conferring with each student will occur in each ELAR class at least once every two weeks throughout the school year. Strategy's Expected Result/Impact: Walkthroughs, Reading Journals Staff Responsible for Monitoring: Assistant Principals, Principal, District Specialist, Campus Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: ELAR Teachers will conduct one peer observation per year in order to reflect and enhance practices. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans Staff Responsible for Monitoring: Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: A paraprofessional will implement Leveled Literacy Instruction (LLI) for struggling readers during enrichment. Strategy's Expected Result/Impact: LLI Logs, Improved Reading Levels Staff Responsible for Monitoring: Campus Coach, Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Salary for Paraprofessional - 211 - Title 1 A - Economically Disadvantaged Study - \$25,773 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide dyslexia instruction to students identified with dyslexia. Strategy's Expected Result/Impact: Improved Reading Levels, Common Assessment Results, Dyslexia Assessments Staff Responsible for Monitoring: Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Salary for Dyslexia and Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$73,512 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: By May 2021, 84% of 5th Grade Students and 70% of 6th Grade Students will score at Approaching Standard or above; 51% of 5th Grade Students and 26% of 6th Grade Students will score at Met Standard or above; and 29% of 5th Grade Students and 10% of 6th Grade Students will score at Mastered on the math STAAR.

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administer common assessments and MOY tests and disaggregate data to measure student progress and adjust instructional techniques and objectives. The PLC Data Cycle will be used to identify intervention strategies. Strategy's Expected Result/Impact: Assessment Results and Reports, Data Cycle Template Staff Responsible for Monitoring: Instructional Coach, Department Chairs, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Payroll and Materials for Interventions and Interactive Notebooks. - 211 - Title I A - Economically Disadvantaged Study - \$8,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Identify Essential Standards that are essential to student success. Utilize Essential Standards during instruction, enrichment, and ACE. Strategy's Expected Result/Impact: Essential Standards, Walkthroughs, Lesson Plans. Staff Responsible for Monitoring: Instructional Coach, Principal, Department Chairs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop 2 questions per lesson that will be asked to students and are aligned with the rigor of the student expectation. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs Staff Responsible for Monitoring: Instructional Coach, Principal, Department Chairs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize small group instruction at least twice per week, digitally or face to face, to provide additional support and metacognitive strategies to focus on the use of manipulatives and metacognitive strategies. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs, Common Assessment, MAP Results Staff Responsible for Monitoring: Math Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.






Performance Objective 3: By June 2021, 80% of 5th Grade Students will be at Approaches Standard for Science; 50% will be at Met Standard; and 15% will

be at Mastered Standard on the 5th Grade Science STAAR; and 70% of the 6th Grade Students will be at Approaches Standard, 45% will be at Met Standard, and 15% will be at Mastered Standard on the Science Mid-Year CBA.

Evaluation Data Sources: 2021 STAAR Results and 2021 Mid-Year CBA Results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Administer Common Assessments and teacher made assessments and disaggregate data to measure student progress and adjust instructional techniques and objectives. Strategy's Expected Result/Impact: Assessment Results and Reports Staff Responsible for Monitoring: Instructional Coach, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement. Strategy's Expected Result/Impact: Team Meeting Agendas, PLC Agendas, and Sign In Sheets Staff Responsible for Monitoring: Team Leaders, Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will post student expectations and ELPS daily as guided by the district scope and sequence and assessment will be closely aligned to the content and cognitive level of the objective. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators); Coaching Observations, Lesson Plans (PF's) Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal, Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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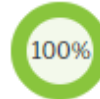







| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement schoolwide research-based instructional strategies to support student learning. (Focus Areas: Interactive Notebooks, Questioning Strategies, Small Group Instruction with peers and teacher, and Metacognitive Strategies). Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators); Staff Responsible for Monitoring: Principals, Assistant Principals, Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Interactive Notebooks and Supplies to Support Instructional Strategies - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize Bloom's Taxonomy and Data Heat Map during team planning to ensure that instructional and assessment practices are closely aligned with the TEKS. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans (Administrators) Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Interventions will be provided for students that are unsuccessful. Strategy's Expected Result/Impact: Common Assessments, Results of Common Assessments Staff Responsible for Monitoring: PLC facilitators, Instructional Coach, Assistant Principals, Principal Comprehensive Support Strategy Funding Sources: Payroll and Supplies for Intervention - 211 - Title 1 A - Economically Disadvantaged Study - \$1,500 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Teachers will incorporate technology, specifically one to one technology, to differentiate instruction and activities to better serve students needing intervention or enrichment. Strategy's Expected Result/Impact: STAAR Results, CBA Results Staff Responsible for Monitoring: Science Instructional Coach, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: By June 2021, 70% of 5th and 6th Grade Students will meet the standard for the Mid-Year and End of Year Social Studies Common Assessment and 10% of 5th and 6th Grade Students will master the standard for the Mid-Year Social Studies District CBA Exams.

Evaluation Data Sources: Mid-Year Common Assessment Results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will participate in weekly PLC meetings to align curriculum, assess student needs, and share resources and ideas to improve student achievement. PLC's will be facilitated by the department chair and campus content specialists. Strategy's Expected Result/Impact: Team Meeting Agendas, PLC Agendas, and Sign in Sheets Staff Responsible for Monitoring: Team Leaders, Campus Content Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement school-wide research-based instructional practices to support student learning. (Focus Areas: Interactive Notebooks, 7 Steps to a Language-Rich Classroom, Anchor Charts, Sheltered Instruction). Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans, Google Meets Staff Responsible for Monitoring: Principals, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Funding for Interactive Notebooks and other Supplies to Support Instructional Strategies - 211 - Title 1 A - Economically Disadvantaged Study - \$1,500 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize Bloom's Taxonomy and District Power Standards during PLC and individual lesson planning in order to ensure that instructional and assessment practices are closely aligned with the TEKS. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans, AWARE Data Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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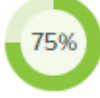

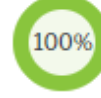
| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Teachers will collaboratively develop and administer a minimum of 2 common assessments per nine weeks. Data results and student reflections will be utilized by teachers and students. Interventions will be provided for students that are unsuccessful during Enrichment. Strategy's Expected Result/Impact: Common Assessments and Results, Aware Data Staff Responsible for Monitoring: Assistant Principals, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement district instructional practices during instruction. These include utilizing small group instruction, collaboration, and purposeful writing. Strategy's Expected Result/Impact: CBA Results, Walkthroughs Staff Responsible for Monitoring: Teachers, Assistant Principals, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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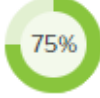




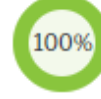
Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.














Performance Objective 5: By June 2021, the percentage of students identified as Special Education Students that score Approaching Grade Level or higher will be at least 60% on the Math, Reading, and Science STAAR Tests.

Evaluation Data Sources: 2021 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Reports generated by Esped, ARD Minutes Staff Responsible for Monitoring: Principal, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Campus will follow district procedures regarding parental request for special education evaluations. Strategy's Expected Result/Impact: Parent Communication Staff Responsible for Monitoring: Principal, Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Acc/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Alternative Participation Requirement Forms. (SG-Science and Math/SE) Strategy's Expected Result/Impact: ARD Minutes, District Documentation Spreadsheet Staff Responsible for Monitoring: Principal, Case Managers, LSSP, Diagnostician, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196-Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Eduphoria Transcript Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD Committee Minutes Staff Responsible for Monitoring: Diagnostician, Special Education Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Documentation of Access to Facilities during SBDM Meeting Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: ARD Minutes, Schedule of Services Staff Responsible for Monitoring: Administrators, LSSP, Diagnostician, Special Education Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Science Saturday Camp will be provided to special education students to provide interactive science lessons. Strategy's Expected Result/Impact: STAAR Results Staff Responsible for Monitoring: Science Instructional Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and Payroll for Saturday Camp - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 6: By June 2021, the percentage of identified LEP students with satisfactory academic performance on the 2021 Math, Reading, and Science STAAR Tests will be at least 75%. In addition, at least 65% of LEP students will demonstrate progress.

Evaluation Data Sources: 2021 STAAR Results, TELPAS Results

Summative Evaluation: Some progress made toward meeting Objective

















| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students at risk of failing. Strategy's Expected Result/Impact: TELPAS Results Staff Responsible for Monitoring: Assistant Principals, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutorials and Supplies - 263 - Title III A - Bilingual Education, Language - \$2,383 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives will target listening, speaking, reading, and writing to support academic language acquisition. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Analyze previous Spanish and English STAAR results and benchmark data to ensure that students are receiving instruction, accommodations, and taking the appropriate STAAR test. Strategy's Expected Result/Impact: Benchmark Results, STAAR Data Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies for Intervention - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide English Language Acceleration during enrichment classes for recent immigrants. Strategy's Expected Result/Impact: TELPAS Results Staff Responsible for Monitoring: Assistant Principal, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 7: By June 2021, the average daily attendance (ADA) will be at least 96.5%.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Met Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Call students who are absent a second consecutive day. Strategy's Expected Result/Impact: Parent Contact Logs Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.1 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities. Strategy's Expected Result/Impact: DA Letters, Court Referral Records Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.1 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons. Strategy's Expected Result/Impact: Counseling Logs Staff Responsible for Monitoring: Counselors, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.1, 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: An attendance committee will be created to develop incentives and other programs to increase student attendance. Strategy's Expected Result/Impact: ADA Attendance Staff Responsible for Monitoring: Attendance Committee Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 8: By June 2021, the CHAC committee will plan and implement at least three activities that increase student and parent awareness of healthy living practices as measured by attendance at planned events.

Evaluation Data Sources: Sign In Sheets at CHAC Events, Documentation of Informational Pamphlets and Notes, and an Increase in Student Participation in School Sponsored Events

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Families will be invited to attend family fitness nights in which they will participate in activities that increase health and wellness activities such as the Turkey Trot Jogging Night and Walk Against Drugs. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: CHAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: CHAC Committee will meet monthly to ensure the interventions and actions from the campus improvement plan are being met and modified as necessary. Strategy's Expected Result/Impact: Sign In Sheets and Minutes Staff Responsible for Monitoring: CHAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will participate in physical activities during physical education. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: Physical Fitness - 206- Texas Hurricane Homeless Program | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will participate in physical education assessment including two fitness gram assessments. Strategy's Expected Result/Impact: Test Results Staff Responsible for Monitoring: PE Teachers and PEP Coordinator | Formative | | |
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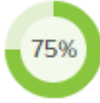






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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 |  |  |  |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Provide meaningful experiences through an innovative learning environment that meet the individual needs of each student. 90% of students using personalized learning will complete all of their power focus areas by June 2021.

Evaluation Data Sources: Personalized Learning Platform

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the Personalized Learning Program to students. Strategy's Expected Result/Impact: STAAR Results, Platform Assessment Data Staff Responsible for Monitoring: Instructional Coaches, Teachers, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies and Payroll for Intervention - 211 - Title I A - Economically Disadvantaged Study | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: By August 2021, a dual language teacher will offer 5th grade students Spanish Language Arts and 6th grade students will be offered Spanish I for high school credit.

Evaluation Data Sources: Master Schedule and Dual Language Enrollment

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide dual language classes for qualifying students to build capacity for bilingualism and biliteracy. Strategy's Expected Result/Impact: LPAC Minutes, Class Rosters Staff Responsible for Monitoring: LPAC Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: Salary for Dual Language Teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$150,719 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: By June 2021, 125 students will participate in the 21st Century ACE Program that provides afterschool and before school enrichment strategies and homework assistance.

Evaluation Data Sources: Number of Students Receiving Services, Program Evaluation

Summative Evaluation: Some progress made toward meeting Objective

















| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Advertise the program and recruit students using the marquee, flyers, and phone calls. Strategy's Expected Result/Impact: Student Attendance Sheets, Class Rosters Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide a variety of classes that will encourage students to participate in the afterschool program. Classes will focus on developing academic skills. Strategy's Expected Result/Impact: Class Schedules, Student Participation, STAAR Results Staff Responsible for Monitoring: ACE Coordinator, ACE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 Funding Sources: Supplies, Contract Services, and Payroll to support the ACE Program - 21st CCLC Grant - \$77,517 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: By June 2021, implement an anti-bullying program to help reduce incidents of bullying by 25%.

Evaluation Data Sources: Discipline Report

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide a bullying training session to all teachers and professional staff. Strategy's Expected Result/Impact: Sign In Sheets, Agenda Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide anti-bullying literature to parents through Parent Resource Center and during parent training sessions. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Assistant Principal, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide an anti-bullying presentation to all homeroom classes. Strategy's Expected Result/Impact: Attendance Records Staff Responsible for Monitoring: Counselors | Formative | | |
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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2021, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities.

Evaluation Data Sources: Kids2College Survey and Participation in College Week and Career Fair Activities

Summative Evaluation: Some progress made toward meeting Objective

















| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide opportunity for 6th grade students to participate in the Kids2College Program. Strategy's Expected Result/Impact: Kids2College Participation Rate Staff Responsible for Monitoring: Counselors and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide college week activities to expose students to information about attending college. Strategy's Expected Result/Impact: College Week Activity Schedule Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By June 2021, all teachers will consistently participate in professional development to increase student performance.

Evaluation Data Sources: Eduphoria Walkthrough Analysis, Lesson Plan Reviews, Professional Development Sign In Sheets, Student Work Products

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will actively participate in weekly PLC meetings to discuss instructional objectives and language objectives as guided by district timelines, techniques for instructional delivery, and cross curricular integration and relevancy. Strategy's Expected Result/Impact: Meeting Minutes and Attendance Sheets Staff Responsible for Monitoring: Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide teachers with opportunities to participate in high-quality professional development, such as Conscious Discipline. Strategy's Expected Result/Impact: Eduphoria Transcripts Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Funds for Conscious Discipline - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus Coaches in the areas of ELAR/SS, Math, and Science will be provided as a support to all staff members. Campus Coaches will provide staff development opportunities, model lessons, and provide feedback based on teacher needs and expertise with the curriculum content. Campus Coaches will also attend PLC meetings to provide ideas on instructional techniques, suggestions for resources, and to maintain overall focus on district curriculum guidelines. Strategy's Expected Result/Impact: Coaching Logs Staff Responsible for Monitoring: Campus Coaches, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Salary for Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$165,162 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 100% of Teachers will participate in professional development to help them facilitate virtual and hybrid learning. Strategy's Expected Result/Impact: Teachers will be able to provide high-quality virtual and hybrid instruction. Staff Responsible for Monitoring: Principal, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: By June 2021, 100% of new teachers will receive induction support.

Evaluation Data Sources: Sign In Sheets and Agendas, Mentor Documentation

Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teaching Practices. Strategy's Expected Result/Impact: Sign In Sheets, Agendas Staff Responsible for Monitoring: Assistant Principal, District Staff, New Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: New teachers will receive a mentor to provide support and assistance in all areas. Strategy's Expected Result/Impact: Mentor Documentation Staff Responsible for Monitoring: Administrators, New Teachers, Mentors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2021, provide parent trainings in order to increase parental engagement on campus and increase parental involvement by 10%.

Evaluation Data Sources: Sign in Sheets at Parent Events

Summative Evaluation: Some progress made toward meeting Objective



| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide training for parents on the following topics: Drug Abuse Prevention, Gang Awareness, Higher Education, Title I School-wide Components, Bullying Prevention, Internet Safety, Parenting, Health, and Nutrition. Strategy's Expected Result/Impact: Sign In Sheets, Agenda Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1, 3.2 Funding Sources: Salary for Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$48,068, Food for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$600, Supplies for Parent Meetings - 211 - Title 1 A - Economically Disadvantaged Study - \$3,797 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for parents to discuss academic performance and expectations with the teacher at Meet the Teacher and Report Card Conferences. Strategy's Expected Result/Impact: Sign In Sheets at Parent Events and Conferences Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide parent engagement opportunities through the ACE Afterschool Program. Strategy's Expected Result/Impact: Sign In Sheets and Agendas from Parent Events Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: By June 2021, provide information about social and academic programs to parents.

Evaluation Data Sources: Participation in Programs and Distribution of Information

Summative Evaluation: Met Objective





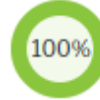





| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Tuesday Folders and Student Agendas to facilitate regular communication with parents. Strategy's Expected Result/Impact: Parent Signatures Staff Responsible for Monitoring: Team Leaders, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue to provide and update a parent resource center in the main office. Strategy's Expected Result/Impact: Parent Participation Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide updated information on the school website, monthly calendars, through automated callouts, and Facebook. Strategy's Expected Result/Impact: School Website Staff Responsible for Monitoring: Technology Liasion Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide Parent Access so that parents have updated information regarding student grades and attendance and inform parents about services. Grade reporting will be standards-based to ensure that it effectively and accurately communicates student performance. Strategy's Expected Result/Impact: Newsletter, Number of Parents Utilizing Service Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Host at least 2 Parent Engagement Events for the parents of students in the Personalized Learning Program. Strategy's Expected Result/Impact: Sign-In Sheets, Number of Parents Logging onto the portal. Staff Responsible for Monitoring: Instructional Coach, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2021, increase the number of business and community partnerships by 10%.

Evaluation Data Sources: Number of businesses and community organizations working with Milstead MS

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Continue participation in community sponsored programs that provide social and academic support for our students, such as Backpack Buddies. Strategy's Expected Result/Impact: Number of Participants Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Seek and develop new partnerships with the business and community that will provide support for our students. Strategy's Expected Result/Impact: New partnerships Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2021, provide meaningful opportunities for students to utilize technology in the learning process.

Evaluation Data Sources: Walkthroughs, Lesson Plans

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide learning opportunities for students to master the technology TEKS through one to one technology. Strategy's Expected Result/Impact: Lesson Plans, Walkthroughs Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide a Technology Elective for Students. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Principal, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 2: 100% of core content teachers will implement blended learning to provide individualized learning opportunities to students by June 2021.

Evaluation Data Sources: Walkthroughs, Lesson Plans, Attestation Report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide blended learning training to all staff members. Strategy's Expected Result/Impact: Sign In, attestation report Staff Responsible for Monitoring: Technology Liaisons Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Moore Elementary
2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD and Moore Elementary, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












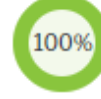
Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.











Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades PK-4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus instructional coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$33,520 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Title 1 Campus Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$84,009 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plan in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus administrators, teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus administrators, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS . Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Librarian, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Librarian, technology liaison, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$11,730 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, technology liaison, librarian, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master schedules Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, agenda Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthroughs Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers | Formative | | |
| | Mar | June | Aug |
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|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math |  |  |  |
| | | | |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff development plan, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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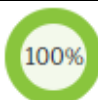
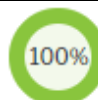
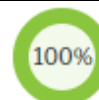













| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of student accommodation sheets Staff Responsible for Monitoring: DAIT, campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. Strategy's Expected Result/Impact: BAS assessment reports, lesson plans in Eduphoria, LLI and Soluciones data, Istation reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies for at risk readers. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus instructional coaches, DIAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and on-line resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Met Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of students participating in the district-wide G/T showcase Staff Responsible for Monitoring: G/T coordinator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T - 199 - General Fund - \$1,305 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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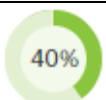
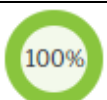
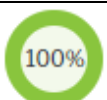
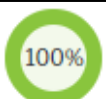






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committee will develop plans for students performing below grade level expectations. Strategy's Expected Result/Impact: Intervention reports, grade reports Staff Responsible for Monitoring: Campus Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: Campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, grade reports, LLI and Soluciones data, MAP reports, and Istation reports Staff Responsible for Monitoring: Campus instructional coaches, intervention team, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: At-Risk - State Compensatory Funds - \$2,190, State Compensatory Funds Payroll - State Compensatory Funds | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended day/year participation Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,523, Extended Day-instruction materials - 199 - General Fund - \$3,790 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Conference logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$51,197 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Campus LPAC administrator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE, Intervention, and grade reports Staff Responsible for Monitoring: Campus administrators, Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual- instructional materials for bilingual/ESL students - 263 - Title III A - Bilingual Education, Language - \$1,687 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum Strategy's Expected Result/Impact: Lesson plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL - 199 - General Fund - \$2,717 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Crisis handbook, safety drill logs Staff Responsible for Monitoring: Campus crisis team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, agendas, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor, PISD police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, Behavior Improvement Plans Staff Responsible for Monitoring: Campus administrators, counselor, Intervention team, LSSP, district behavior response team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Agenda, sign in sheets Staff Responsible for Monitoring: Counselor, nurse | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.6 |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, lesson plans in Eduphoria Staff Responsible for Monitoring: PE teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grades reports, intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, grade reports Staff Responsible for Monitoring: Teachers, intervention team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance phone calls/messages will be sent on a consistent basis for student who are not attending and/or engaged in learning. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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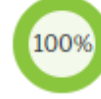
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












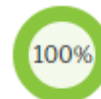




Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR/STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms Strategy's Expected Result/Impact: STAAR ALT Participation Requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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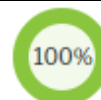


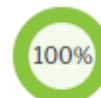










| Strategy 9 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed. - 199 - General Fund - \$1,124 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the required computer assessments. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Technology liaison, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize the district learning management systems (LMS) for all grade levels PK-4. Strategy's Expected Result/Impact: Teacher T-TESS, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |











Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-

secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, job fair documentation, staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports for leadership/mentoring staff development Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Campus staff development plan, lesson plans, walkthroughs Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536 | Formative | | |
| | Mar | June | Aug |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.








Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Parent logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, on-line resources, and eBooks. Strategy's Expected Result/Impact: Agendas, sign in logs Staff Responsible for Monitoring: Librarian, campus instructional coaches, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, instructional resource usage logs Staff Responsible for Monitoring: Technology liaison, librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data, test results, etc. Strategy's Expected Result/Impact: Agendas, sign in sheets, on-line resources usage logs | Formative | | |
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|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Staff Responsible for Monitoring: Campus administrator, Counselor, instructional coaches, technology liaison, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Parent Component-materials and resources for various parent trainings - 211 - Title 1 A - Economically Disadvantaged Study - \$2,070 |  |  |  |
| | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, School Helpers, etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organizations' rosters, flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.) Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Morales Elementary

2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative, meaningful experiences.

Vision

We believe that:

A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
We will honor our country, our freedom and all those who protect and defend our constitutional rights
Family and community profoundly influence decisions the individual makes
Everyone has purpose, worth, and dignity with immeasurable potential
Connecting with others and building positive, meaningful relationships is essential
Learning is instinctive, lifelong and unique to the individual
Communication is pervasive, essential, ever-present, and multi-dimensional
We must provide a safe physical, emotional and social environment to enhance the ability to learn
Diversity adds value to all areas of life
Change is inevitable for growth and success
Each person is responsible and accountable for the choices he or she makes
We must foster an environment of honesty and integrity

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












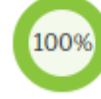
Performance Objective 1: During the current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.














Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Follow the district scope and sequence for all courses in grades PK-4 Strategy's Expected Result/Impact: Lesson plans in eduphoria or Google Classroom/Seesaw, walkthrough documentation Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Title 1 Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study - \$167,579.54 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough data Staff Responsible for Monitoring: Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses fro all writing assignments and/or assessments of all content areas Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough data Staff Responsible for Monitoring: Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all Science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS. Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough data Staff Responsible for Monitoring: Science teacher, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use online databases, eBooks, books and other resources for specific TEKS Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough data Staff Responsible for Monitoring: Librarian, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide staff development on utilization of online databases and resources Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Librarian, technology liaison, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research-based instructional practices Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research-based strategies based on a daily basis that promote a variety of learner engagement techniques Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$16,244.55 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Create master schedules that will provide common planning time for teams of teachers and promote times for PLC's Strategy's Expected Result/Impact: Master schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Use assessment data to develop grouping arrangements and provide support for students based on specific student expectations. Strategy's Expected Result/Impact: Assessment results Staff Responsible for Monitoring: Teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Develop and provide research-based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Professional development plan, sign in sheets, agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year retentions.

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant status, homeless status, ELL status, and special education participation Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency Strategy's Expected Result/Impact: AWARE reports, TELPAS results Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Use data disaggregation to drive instruction Strategy's Expected Result/Impact: Lesson plans in eduphoria, AWARE, wakthroughs, PIE data results, PLC minutes Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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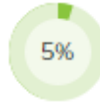










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 3: During the current year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by comprehensive needs assessment.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives Strategy's Expected Result/Impact: Staff development plans, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will attend training opportunities for problem-solving and higher-level questioning/thinking skills needed to increase rigor Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instructional, administrative and support staff Strategy's Expected Result/Impact: Agenda, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Support and strengthen campus PLC's Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, peer facilitators, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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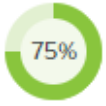
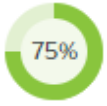




| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Allow time for consistent vertical, horizontal and team planning, as well as campus-based staff development Strategy's Expected Result/Impact: Staff development plan, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: During the current year, implement reading initiatives designed to increase the reading skills of all students evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, teacher walkthrough data, campus staff development

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the library to support the programs Strategy's Expected Result/Impact: Sign in sheets and library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day Strategy's Expected Result/Impact: Budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide information to teachers regarding the special reading needs of dyslexia students Strategy's Expected Result/Impact: Records of campus distribution of student accommodation lists Staff Responsible for Monitoring: DAIT, campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels Strategy's Expected Result/Impact: WRAP assessment reports, lesson plans in eduphoria, LLI data, I-Station reports, RAZ assessments Staff Responsible for Monitoring: Teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies Strategy's Expected Result/Impact: Agendas, sign in sheets, PLC minutes Staff Responsible for Monitoring: campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and online resources in support of all learning styles Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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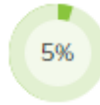








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current year, provide an array of learning opportunities geared for gifted/talented students to meet a more rigorous, project-based curriculum and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district GT identification procedures to increase the number of identified GT students Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote GT summer camp opportunities Strategy's Expected Result/Impact: Registration counts Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: GT students will participate in the Texas Performance Standards Project Strategy's Expected Result/Impact: Number of students participating in the district-wide GT showcase Staff Responsible for Monitoring: GT Coordinator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: GT students will be clustered and instructed by GT certified teachers or teachers in the process of becoming GT certified Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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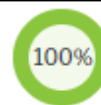
| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campus will promote the participation of the Duke Talent Search in 4th grade Strategy's Expected Result/Impact: Number of students participating in the Duke Talent Search Staff Responsible for Monitoring: GT coordinator, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Implement GT pullout program for identified GT students Strategy's Expected Result/Impact: Master schedule Staff Responsible for Monitoring: GT coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$1,289.40 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

















Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Teacher T-TESS Goal Setting documents, Eduphoria lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for at-risk learners. Strategy's Expected Result/Impact: Sign-in sheets, agendas, lesson plans, PLC minutes Staff Responsible for Monitoring: Administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students failing a subject area Strategy's Expected Result/Impact: STAAR data, Intervention reports, Skyward reports Staff Responsible for Monitoring: Campus Intervention Committee, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students Strategy's Expected Result/Impact: 504 reports, student grades Staff Responsible for Monitoring: Campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from common formative assessments for early identification of individuals who might be at-risk of not mastering TEKS Strategy's Expected Result/Impact: AWARE, intervention reports, Gradespeed reports, LLI reports, I-Station reports Staff Responsible for Monitoring: Teachers, intervention committee, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: State Compensatory Funds - State Compensatory Funds | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning Strategy's Expected Result/Impact: Extended day/year participation Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extended Day Funds - Extended Day/Tutorial - \$2,955, Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$52,547.07 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide additional and individualized support to parents of at-risk students Strategy's Expected Result/Impact: Conference logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/parent coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$19,966.30 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation, LPAC minutes Staff Responsible for Monitoring: Campus LPAC administrator, bilingual teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Conduct intervention assistance team (IAT) meetings every 4-6 weeks to review student data and progress monitoring reports. Develop appropriate individualized or small group intervention support based on collected data. Strategy's Expected Result/Impact: Intervention folders; progress monitoring data Staff Responsible for Monitoring: RtI committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Include PIE time in the master schedule and provide appropriate instructional support for students based on information collected from a variety of data sources. Strategy's Expected Result/Impact: Data collection, progress monitoring reports Staff Responsible for Monitoring: Classroom teachers, RtI committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current year, all staff will receive professional development focused on English Language Learners to ensure that their

academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Significant progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus administrators, librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual Funds - instructional resources - 263 - Title III A - Bilingual Education, Language - \$2,106.73 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum. Strategy's Expected Result/Impact: Lesson plans in eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL - 199 - General Fund - \$3,284.55 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence with fidelity throughout all grade levels Strategy's Expected Result/Impact: Lesson plans in eduphoria, walkthrough documentation Staff Responsible for Monitoring: Teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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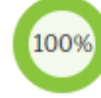
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 8: During the current year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, anti-bullying and Conscious Discipline training opportunities for students and staff Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor, teachers, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Crisis handbook, safety drill logs Staff Responsible for Monitoring: Campus crisis committee Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide training and implement effective strategies through PBIS tenets and strategies to reduce inappropriate behaviors Strategy's Expected Result/Impact: Discipline reports, agendas, sign in sheets Staff Responsible for Monitoring: PBIS Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide character education programs Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehaviors Strategy's Expected Result/Impact: Behavior improvement plans, intervention reports Staff Responsible for Monitoring: Campus administrators, counselor, IAT, LSSP, district BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor, nurse, CIS specialist Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Continue to implement and integrate schoolwide Guidelines for Success and review common area expectations with students and staff members. Strategy's Expected Result/Impact: GFS Posters, Morning Announcements, PBIS Committee meetings Staff Responsible for Monitoring: PBIS Committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Continue to implement and integrate CHAMPS expectations in the classrooms and common areas, using visual and verbal reinforcement with students and staff. Strategy's Expected Result/Impact: CHAMPS Posters, CHAMPS language, walk-through documentation Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish a campus health safety advisory committee to develop and support coordinated school health goals and objectives Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer FitnessGram and use reports to drive instruction Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Skyward grade reports, intervention reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards and grading standards that are linked to student expectations and are based on best practices Strategy's Expected Result/Impact: Lesson plans in eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery of specific student expectations Strategy's Expected Result/Impact: Grading reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades, common formative assessments, and/or content specific grading rubrics Strategy's Expected Result/Impact: Lesson plans in eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district and campus guidelines regarding the appropriate use of homework Strategy's Expected Result/Impact: Lesson plans in eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district-wide grade and/or content-appropriate retest standards (common formative assessments and common summative assessments) Strategy's Expected Result/Impact: Lesson plans in eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RtI model, students who are failing will be identified and will receive appropriate interventions in a timely manner Strategy's Expected Result/Impact: Intervention reports, grading reports Staff Responsible for Monitoring: Teachers, IAT, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential and existing attendance problems Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, attendance clerk, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Use attendance incentives to recognize and promote outstanding attendance Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers, attendance clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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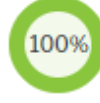
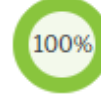



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.
















Performance Objective 12: During the current year, campus will collaboratively work with the district special education office to ensure that the needs of each student are being met, including 100% compliance with all federal and state requirements.








Evaluation Data Sources: District Special Education Guidelines, district staff development agendas by district special education department, ARD paperwork

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate timelines Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate state assessment decision making process for students with disabilities by: 1) use of data from progress monitoring, CBA's, etc., to make determinations regarding state assessment and ensure progress; 2) ensuring that ARD documents clearly delineate the need for STAAR or STAAR Alt (i.e., present levels of performance, IEP's, deliberations); and 3) utilizing district/state required STAAR and STAAR Alt participation requirement forms Strategy's Expected Result/Impact: STAAR A/ALT participation requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with restraint training and Texas Behavior Support Initiative requirements Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities Strategy's Expected Result/Impact: Agendas, sign in sheets, eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Special Education - 199 - General Fund | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, eduphoria Staff Responsible for Monitoring: District special programs, 504 personnel, campus dyslexia specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environment Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an accelerated instruction and/or intensive program of instruction Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrators, LSSP, diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: Student and Teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer all required IStation assessments Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Peer facilitators, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least the minimum requirements for the 21st century classroom Strategy's Expected Result/Impact: District technology plan, budget, inventory Staff Responsible for Monitoring: Campus administrators, Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the district technology plan Strategy's Expected Result/Impact: Teacher T-TESS, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaisons, peer facilitators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: lesson plans in eduphoria Staff Responsible for Monitoring: Campus administrators, Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Campus calendars, flyers home Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Meeting logs, agendas, lesson plans, report cards, special education referrals

Summative Evaluation: Some progress made toward meeting Objective

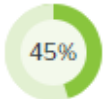








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, job fair documentation, and staff development logs

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships Strategy's Expected Result/Impact: Sign in sheets, agendas, PLC minutes Staff Responsible for Monitoring: Campus administrators, counselor, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Campus administrators, peer facilitators TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities Strategy's Expected Result/Impact: Peer observation forms Staff Responsible for Monitoring: Campus administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |


Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs Strategy's Expected Result/Impact: Sign in sheets, agenda Staff Responsible for Monitoring: Counselors, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide parent education programs on various topics Strategy's Expected Result/Impact: Parent logs Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide parent workshops regarding reading with children, online resources, and eBooks Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Librarian, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional resources for parents on the campus website or on social media. Strategy's Expected Result/Impact: Use of website, number of postings Staff Responsible for Monitoring: Campus webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the website. Strategy's Expected Result/Impact: Campus calendar, flyers home Staff Responsible for Monitoring: Counselor, peer facilitators, teachers, technology liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$2,866.69 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meeting to share expectations, strategies, Title 1 information, and TAPR data. Strategy's Expected Result/Impact: Sign in sheets, agendas, flyers Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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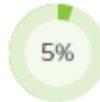





Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Donations report, volunteer report

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service Strategy's Expected Result/Impact: Flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, Safety Patrol, etc.) Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses, HOSTS program Staff Responsible for Monitoring: Counselor, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e., Teacher of the Year, Paraprofessional of the Year), Volunteers) Strategy's Expected Result/Impact: Campus plan, service organization enrollment, attendance data, 865 documentation Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in See to Succeed program Strategy's Expected Result/Impact: Number of students participating in receiving eye services Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
| | | | |







| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.5 - Additional Targeted Support Strategy |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in behavior management Strategy's Expected Result/Impact: Sign in sheets, eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |






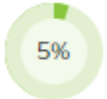










| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development to teachers, administrators, and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH Local. Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct affects a student's ability to participate in or benefit from an educational program or activity; or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior Strategy's Expected Result/Impact: RTI minutes, teacher anecdotal notes, BIP Staff Responsible for Monitoring: Campus administrators, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age-appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Eduphoria reports, discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Staff development sign in sheets, Crisis drills log








Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend district-sponsored ALICE trainings. Strategy's Expected Result/Impact: eduphoria registration Staff Responsible for Monitoring: campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Campus safety drills log, Crisis Intervention Team minutes Staff Responsible for Monitoring: campus administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

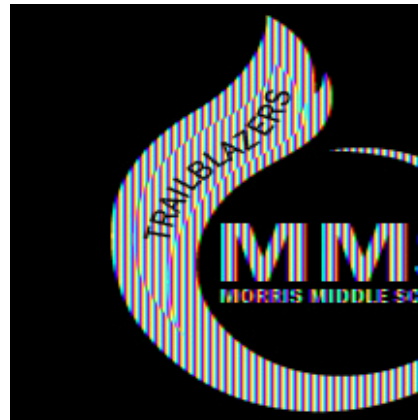
Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures, and experience civic duty responsibilities. Strategy's Expected Result/Impact: lesson plans Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  70% |  100% |  100% |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Morris Middle School

2020-2021 Formative Review



Mission Statement

At Morris Middle School we will support students and provide them an opportunity to master the habits of success by working together as a family to better students, each other, and our community.

Vision

We believe collaborative teams are the fundamental structure of the school. Together we will:

- Improve instruction by creating a culture that embraces professionalism and growth mindset
- Use data to monitor each student's progress and implement timely and appropriate interventions and enrichment
- Provide authentic real-world learning that engages students
- Provide ongoing resources, strategies, and information to parents and community members
- Put student needs first in all decision making
- Constantly seek out the most promising practices that support high levels of student learning
- Provide a guaranteed and viable curriculum to all students

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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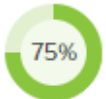






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Goals

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 1: Morris Middle School students will show a 10% improvement in scores from the 2019 STAAR to the 2020 STAAR and district CBA's. Students will show growth in reading and math as evidence by MAP data by the used of increased literacy strategies and math intervention programs.








Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strategy 1: Each core content area will demonstrate improvement through the use of quality literacy strategies and hands-on materials that include: The use of reading materials i.e. books, magazines, and other content related literature and project materials to enhance the students' abilities to read and write critically. Strategy's Expected Result/Impact: Improved performance on State Assessments and Reading levels. Staff Responsible for Monitoring: Principal and Assistant Principals Additional Targeted Support Strategy Funding Sources: Books, Magazines and other Literature to enhance student learning - 211 - Title 1 A - Economically Disadvantaged Study - \$5,427.21 | Formative | | |
| | Mar | June | Aug |
| |  75% |  100% |  100% |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: Response to Intervention will be implemented with fidelity to ensure that all students learn at high levels.








Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: All students who demonstrate the need of additional time and support in their learning will be given those supports. Those supports will include after school tutoring, scheduled intervention time, and the use of other instructional materials in small group settings. Strategy's Expected Result/Impact: Students will show growth as evidenced by an increase in student achievement on State and Local assessments. Staff Responsible for Monitoring: Principal and Assistant Principals Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Payroll and materials for response to interventions, trainings for staff, materials for data review, work space to promote collaboration and RTI - 211 - Title 1 A - Economically Disadvantaged Study - \$9,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: 80% of identified LEP students will meet the state average on all STAAR assessments and the district average on district assessments.

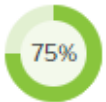









Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: We will utilize our Title 3 funding to provide Limited English Proficient students the resources (computer based and print based) and supplies to improve their linguistic abilities. Strategy's Expected Result/Impact: Improved student linguistic ability Staff Responsible for Monitoring: Principal, Assistant Principals and Bilingual Teachers Additional Targeted Support Strategy Funding Sources: Print and computer based resources for ESL/Bilingual students, instructional supplies that provide a collaborative setting to practice language - 263 - Title III A - Bilingual Education, Language - \$1,808.92 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: Morris Middle School special education students will show a 5% increase on state and district assessments.








Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will monitor our SpEd students and will collect ongoing data over the use of accommodations, supplemental aides and other supports used during quality initial instruction. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Assistant Principals, Case managers Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: SpEd teachers/case managers will participate in PLC's and will guide discussion as it relates to designing quality initial instruction that is differentiated and uses SDI components. Strategy's Expected Result/Impact: Improved quality of initial instruction for special populations as evidenced by lesson plans that use purposeful differentiation Staff Responsible for Monitoring: Assistant principals, PF's Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: Student achievement will be enhanced and supported by providing a coordinated school health program and a safe learning environment.











Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Enrichment time will include components of mental and physical health. Counselors will provide SEL lessons for enrichment teachers to utilize and PE will support brain brakes. Strategy's Expected Result/Impact: Increase in school safety and well being. Staff Responsible for Monitoring: Counselors, Principal, AP's. | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Morris Middle School will provide staff development for new and developing programs. including the CONNECT program, Professional Learning

Performance Objective 1: Morris Middle school will provide quality professional development in defined areas such as the Connect Program, Professional Learning Communities at Work and Conscious Discipline




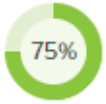






Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Professional Development for programming held at Morris will focus on improving PLC's and mastering the use of the four essential questions. Strategy's Expected Result/Impact: Improved teacher effectiveness through quality professional development and training. Staff Responsible for Monitoring: Principal and Assistant Principal Funding Sources: Professional Development for school programming (Conscious Discipline, PLC, CONNECT) - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will be provided the time necessary, during the school day, to participate in professional development and provide individual student support Strategy's Expected Result/Impact: Improved student learning. Staff Responsible for Monitoring: Principal and Assistant Principal Funding Sources: Payment for Substitute teachers - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will provide flexible learning environments, structures, and schedules that meet the needs of all learners.

Performance Objective 1: Attendance rate increase from 96.1 to 98% in 2020-2021.

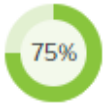






Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will offer perfect attendance incentives throughout the year for students. Strategy's Expected Result/Impact: Improved daily attendance. Staff Responsible for Monitoring: AP's and Principal Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will communicate attendance concerns with parents in various ways including, teachers calling home after three absences, completing attendance contracts, and providing follow up regarding requests to excuse absences. Strategy's Expected Result/Impact: Improved daily attendance. Staff Responsible for Monitoring: AP's, Teachers, Attendance Clerk, Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will provide flexible learning environments, structures, and schedules that meet the needs of all learners.

Performance Objective 2: Provide quick and quality Tier II intervention for students by continuing morning tutoring based on PLC discussion and will use enrichment time to pull small groups based on specific needs.











Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will use formative and summative assessment data and formative behavior data to create student lists and lessons for Tier II and III Intervention. Strategy's Expected Result/Impact: Increase in Meets performance on STAAR. Staff Responsible for Monitoring: Principal, AP's and PF's Additional Targeted Support Strategy Funding Sources: paper based resources and supplies needed for RTI - 211 - Title 1 A - Economically Disadvantaged Study - \$6,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will provide flexible learning environments, structures, and schedules that meet the needs of all learners.

Performance Objective 3: We will provide additional support including pro-social academic behaviors sessions, social skills training sessions, and emotional regulation sessions for at-risk students exhibiting high need.








Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: A campus counselor and district BRT specialist (as needed) will host group counseling sessions based on need to encourage self improvement, such as being safe, respectful, caring about others and how to problem solve as well as regulate emotions. Students will learn appropriate ways of relating to other students, adults, and how to express themselves in a positive manner. Strategy's Expected Result/Impact: Decreased office referrals. Staff Responsible for Monitoring: Principal and AP Funding Sources: Con. Discipline instructional materials, items for counseling sessions - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will foster a sense of belonging by creating House groups for students to build meaningful relationships with staff and peers while engaging in specially designed team building activities in academic and extracurricular areas as well as specially designed lessons for SEL. Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$2,500 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, coach, and retain a highly qualified staff at Morris Middle School.

Performance Objective 1: Teachers will set and receive coaching on a professional goal each year.








Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will meet with PF's to create a goal and conduct monthly coaching cycles to collect evidence on goal attainment. Strategy's Expected Result/Impact: Improved instruction in the classroom. Staff Responsible for Monitoring: Principal, PF's and teachers. | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, coach, and retain a highly qualified staff at Morris Middle School.

Performance Objective 2: 100% of new teachers will be provided a mentor by September of the new school year.




Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Campus administrators will assign mentor teachers who have proven success using CHAMPS and the four campus instructional focus areas, to all new teachers. Strategy's Expected Result/Impact: 100% retention rate of new teachers Staff Responsible for Monitoring: Principal and AP's | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, coach, and retain a highly qualified staff at Morris Middle School.

Performance Objective 3: 100% of teachers on campus will meet highly qualified status.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will utilize highly qualified staff to provide support to students and teachers in the classroom setting. This will include hiring and staffing with peer facilitators and a Title 1 instructional aide. Strategy's Expected Result/Impact: Walkthroughs and use examination of data will reveal the value of these instructional support staff. Staff Responsible for Monitoring: Principal, Assistant Principals Comprehensive Support Strategy Funding Sources: Salary for Peer Facilitator and Title 1 Aide - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |

| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: We will hire and retain quality staff dedicated to the learning of all students Comprehensive Support Strategy Funding Sources: Salary for highly qualified staff members - 199 - General Fund, Social Security/ Medicare for staff members - 199 - General Fund, Health care for staff members - 199 - General Fund, TRS and TRSCARE funds for staff members - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, coach, and retain a highly qualified staff at Morris Middle School.

Performance Objective 4: Teachers will participate in a minimum of 6 hours of staff development that aligns with campus initiatives and teacher needs by June 30th, 2020

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: AP's will work with teachers in goal setting meetings to ensure they sign up for professional development that aligns to their goal and our campus focus areas. Strategy's Expected Result/Impact: Strengthen teacher instructional abilities and improve STAAR scores. Staff Responsible for Monitoring: AP's and Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will ensure teachers attend training designed to support special populations in their class such as SIOP, SDI and other best practice PD. Strategy's Expected Result/Impact: Increase in performance for SpEd and LEP students. Staff Responsible for Monitoring: AP's and Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June, 2020, increase parent engagement/involvement by 10% in school related activities.

Evaluation Data Sources: Parent sign in sheets and counts from open house, fall health festival, meet the teacher, curriculum night and school day parent events.








Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will foster a sense of belonging on campus for parents by hosting quality events that provide them opportunities to meet staff and bond with their students. Strategy's Expected Result/Impact: Increased attendance and family participation. Staff Responsible for Monitoring: Principal, Counselor/Parent Coordinator Funding Sources: Food and resources for parent events - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: We will utilize funds to hire a counselor/parent coordinator to provide direct support to parents and families.



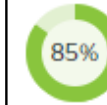




Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: We will utilize funds to hire a counselor/parent coordinator to provide direct support to parents and families. Strategy's Expected Result/Impact: Increased engagement and involvement in school related functions and activities. Staff Responsible for Monitoring: Principal Funding Sources: Salary for Counselor/Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$2,045.98 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: Increase business/community support and participation on the campus.

Performance Objective 1: Increase business/community support and participation on the campus








Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will foster connections with our community by inviting them to attend and present at campus curriculum night, campus food drives, Penny's for Patients and by sharing important campus events with The South Belt Leader and other community correspondence outlets. Strategy's Expected Result/Impact: Increased community involvement on campus. Staff Responsible for Monitoring: Counselors and Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed technology at Morris to support both instructional and administrative needs.

Performance Objective 1: Students will be provided with the tools and supplies needed to ensure proficiency with technology.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will receive tools and supplies needed to ensure proficiency with the technology standards. Staff Responsible for Monitoring: Principal and AP's Funding Sources: Supplies and other technology resources - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Park View Intermediate
2020-2021 Formative Review

Mission Statement

Park View Intermediate School is committed to providing all students with a quality education in a safe and caring environment. Park View Intermediate and its stakeholders are dedicated to promoting and developing partnerships with the community and empowering all learners to become responsible and productive citizens of the world.

Vision

- 1. We believe in the worth and dignity of every human being.**
- 2. We believe that everyone can learn.**
- 3. We believe that everyone has the right to a quality education.**
- 4. We believe in promoting respect for all cultures.**
- 5. We believe in lifelong learning.**
- 6. We believe that the ultimate success of children is dependent upon the efforts of parents, teachers, and the surrounding community.**

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| Goal 4: We will actively recruit, develop, and retain a highly qualified staff. | 25 |
| Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement. | 28 |
| Goal 6: We will ensure vital and ongoing relationships with our business and community partners. | 30 |
| Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs. | 31 |







Goals










Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.




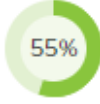


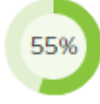





Performance Objective 1: Performance Objective 1: By June 2020, the percentage of students with satisfactory academic performance on the 2020 Math, Reading, Science and Social Studies STAAR Tests will be equal to or greater than the state average. Accountability Area Targeted: State Assessment






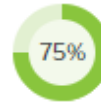






Evaluation Data Sources: 2020 STAAR Results





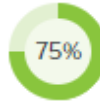
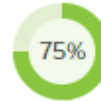




Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Administer MAP and common teacher assessments and disaggregate data to measure student progress and adjust instructional techniques and objectives. CSF Academic Performance - SG -SPED Strategy's Expected Result/Impact: Assessments AWARE Data Data Reports Staff Responsible for Monitoring: Campus Coaches Administrative Team CCS All Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers and administrators will participate in weekly team meetings and weekly PLC meetings to align curriculum, assess student needs and share resources and ideas to support student achievement. CSF Academic Performance - SG SPED, Strategy's Expected Result/Impact: Sign In Sheets Agendas Staff Responsible for Monitoring: Department Heads All Teachers CCS Team Leaders Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will post content and language objectives in STAAR friendly language daily as guided by the district's scope and sequence and assessment will be aligned to the content and cognitive level of the objective. CSF Academic Performance Strategy's Expected Result/Impact: Walk-throughs Lesson Plans Campus Instructional Coaches Mentor Coaching Staff Responsible for Monitoring: Teachers Administrators Campus Instructional Coaches ELAR CCS Math CCS | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement school wide research-based instructional strategies to support student learning - tablets, Interactive notebooks, Cornell notes, Talk/Read, Talk/Write, Seven Steps, Questioning strategies, Safe and Civil strategies including CHAMPS and small group instruction CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Walkthroughs Lesson Plans Coaching documentation Mentor observations Staff Responsible for Monitoring: Teachers Campus Instructional Coaches Administrators CCS Comprehensive Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students will participate in the district science fair or STEM fair. CSF Academic Performance Strategy's Expected Result/Impact: Completed Projects Staff Responsible for Monitoring: Science Teachers Campus Instructional Coach | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Teachers will use higher level questioning strategies to create a team and/or specifically grouped thematic units. CSF Academic Performance, SPED Strategy's Expected Result/Impact: Lesson plans Walkthroughs Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Grade reporting will be implemented to effectively communicate student achievement to students, parents, teachers and administrators. CSF Academic Performance - Strategy's Expected Result/Impact: Grade reports Parental contacts Team/Faculty meetings Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Students will participate in SPUR time activities that engage students in the core areas of reading, writing, math, science and social studies. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Activity sheets Improvement on assessments Staff Responsible for Monitoring: Teachers Campus Instructional Coaches Administrators CCS Comprehensive Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: All departments will take common assessments to determine student success within an SE. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: CBA results Aware Data Classroom observations Staff Responsible for Monitoring: All teachers Department Heads Comprehensive Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 10: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Training sign in sheets Staff Responsible for Monitoring: Administrators CCS Comprehensive Support Strategy Funding Sources: Training materials, resources for planning and substitutes for observations, instructional resources - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Students will be drafted in to SPUR time based on the STAAR assessment, common assessments, and MAP testing for intensive tutoring of math, reading, writing, science and social studies. SG: SPED Strategy's Expected Result/Impact: Test results, grades, walk-throughs Staff Responsible for Monitoring: Teachers, Administrators, Campus Instructional Coaches, Counselors, CCS Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: We will provide intensive intervention in math and reading through RTI classes. SG: SPED Strategy's Expected Result/Impact: STAAR Results MAP testing Progress Reports Report Cards Staff Responsible for Monitoring: Teachers Administrators | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Through Personalized Learning, students will work through content at their own individualized pace. Staff Responsible for Monitoring: PL Teachers PL Instructional Coach PL Administrator | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
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| Strategy 14: Provide Extended Day Learning Opportunities for at-risk students. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principal AP CCS CCC Funding Sources: - State Compensatory Funds | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Utilize plan4learning software to develop and monitor the CIP. Strategy's Expected Result/Impact: Software Staff Responsible for Monitoring: Principal AP Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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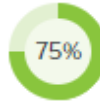
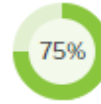



Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.










Performance Objective 2: By June 2020, the percentage of students identified as special education students that achieve satisfactory academic performance on the STAAR Math, Reading, Science and Social Studies tests will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

Evaluation Data Sources: 2020 STAAR Results














Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Park View will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. CSF Academic Performance Strategy's Expected Result/Impact: ESped Reports Student Data ARD minutes Staff Responsible for Monitoring: Administrators Diagnostician LSSP | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide accommodations and materials to ensure that students identified as special education are being successful. CSF Academic Performance Strategy's Expected Result/Impact: ESped Reports Testing Reports Student Data Staff Responsible for Monitoring: Case Managers Diagnostician Administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Park View will follow district procedures regarding parental request for special education evaluations. CSF Academic Performance Strategy's Expected Result/Impact: Parent Communication Logs Staff Responsible for Monitoring: Administrators Diagnostician LSSP | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Park View will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by 1) use of data from progress monitoring, MAP, etc. to make determinations regarding state assessment and ensure progress, 2) ensure ARD Document clearly delineates the need for STAAR /STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and 3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms. CSF Academic Performance - SG , SPED Strategy's Expected Result/Impact: ARD minutes District Documentation Spreadsheet Staff Responsible for Monitoring: Principal Case Managers LSSP Diagnostician Administration | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Park View will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. CSF Academic Performance Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Principal | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Identified special education students will participate in Literably and LLI reading recovery to monitor identified strengths and weaknesses and facilitate growth in those areas in preparation for STAAR. CSF Academic Performance - SG - SPED Strategy's Expected Result/Impact: Computer Reports Grades Formative Evaluations Staff Responsible for Monitoring: Special Education Teachers Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Use benchmark data, testing history and classroom observations to create small group instructional opportunities within the regular classroom setting in order to provide accelerated instruction for support facilitation students. CSF Academic Performance SPED Strategy's Expected Result/Impact: Walkthroughs Lesson Plans Staff Responsible for Monitoring: Special education teachers Regular education teachers Administrators Comprehensive Support Strategy Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Monitor Special Education student success through ESPED on a regular basis. CSF Academic Performance Strategy's Expected Result/Impact: Skyward reports Staff Responsible for Monitoring: Case managers Teachers Funding Sources: - State Compensatory Funds | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Special education students who did not perform satisfactory on the state assessment will be provided with special interventions per ARD - accelerated instruction, RTI... CSF Academic Performance, SG -SPED Strategy's Expected Result/Impact: ARD committee minutes Grade reports Staff Responsible for Monitoring: Case managers Diagnostician LSSP Comprehensive Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Park View will follow district policy to ensure students with disabilities have access to facilities. CSF Academic Performance Strategy's Expected Result/Impact: Documentation of Access to facilities during SBDM meeting Staff Responsible for Monitoring: Principal | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Park View will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. CSF Academic Performance Strategy's Expected Result/Impact: ARD minutes Scheduled SPED services Staff Responsible for Monitoring: Administrators LSSP Diagnostician Case managers Teachers | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Special Education Aides and Title 1 Aides will be utilized and trained to support special education students - CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Aide Schedule and Minutes Staff Responsible for Monitoring: Administration Campus Instructional Coaches Comprehensive Support Strategy | Formative | | |
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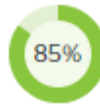





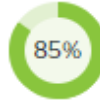

| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Co-teach and SF classes will be in place for students requiring support facilitation. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Aide Minutes Assessment Data Staff Responsible for Monitoring: Administration Counselors Special Ed Dept. Head | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Park View will follow district procedures in addressing transition requirements for students with disabilities. CSF Academic Performance Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Diagnostician Case Managers ARD Committee LSSP | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Utilization of a Health Care Professional to meet health care needs. Strategy's Expected Result/Impact: Scheduled SPED services Staff Responsible for Monitoring: Principal Assistant Principal Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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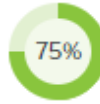
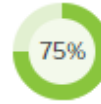






Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.


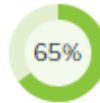





Performance Objective 3: By June 2020, the percentage of identified EL students with satisfactory academic performance on the 2020 Math, Reading, Science and Social Studies STAAR Tests will be equal to or greater than the state average. In addition, at least 75% of EL students will demonstrate progress, 45% of students in years 1-4 and 65% of students in years 5+ will score advanced high on TELPAS. Accountability Area Targeted: State Assessment

Evaluation Data Sources: 2020 STAAR and TELPAS results

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: A collaborative meeting with ESL teachers will be held on a monthly basis to identify specific strategies for instructional implementation in the EL classroom. CSF Academic Performance -SG SPED Strategy's Expected Result/Impact: Sign in sheets Meeting notes Staff Responsible for Monitoring: TELPAS committee ELL Department Head ELL Master Clerk LPAC administrator Comprehensive Support Strategy Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Administrators and teachers will utilize TELPAS reports to determine the rate of progress with English Language proficiency and determine appropriate interventions to serve students who are at risk of failing. CSF Academic Performance Strategy's Expected Result/Impact: TELPAS results Staff Responsible for Monitoring: Administrators Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use assessment data and classroom observations to create small group instruction opportunities within the classroom setting to provide accelerated instruction. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Walkthroughs Lesson plans Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will use SIOP strategies and will post content and language (listening, speaking, reading and writing) objectives aligned with the district scope and sequence. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Walkthroughs Lesson Plans Staff Responsible for Monitoring: Teachers Funding Sources: Staff Development Resources, Instructional Supplies - 199 - General Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Analyze STAAR results and benchmark data to ensure that students are receiving instruction, accommodations and taking the appropriate STAAR test. CSF Academic Performance SG - SPED Strategy's Expected Result/Impact: Benchmark results STAAR data ARD Minutes Staff Responsible for Monitoring: Administrators ARD Committee Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: LPAC Committee will meet throughout the year (grading periods, mid year and end of year) to review assessment data to determine progress of EL's .CSF Academic Performance Strategy's Expected Result/Impact: Committee Minutes ESped Documentation Staff Responsible for Monitoring: LPAC Administrator LPAC Parent ELL Master List Clerk LPAC Teacher | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Teachers will review formative and summative assessment data to identify areas where more support is needed. CSF Academic Performance Strategy's Expected Result/Impact: Team/Committee Minutes Staff Responsible for Monitoring: Department Heads All Teachers | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: EL Aides will be utilized and trained to support ELs who are in a structured setting. CSF Academic Performance SG SPED Strategy's Expected Result/Impact: ELL Aide Schedule Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Tutorials and Extended Day will be offered to support ELLs' academic success. CSF Academic Performance SG -SPED Strategy's Expected Result/Impact: Teacher Sign in sheets Tutorial schedules Staff Responsible for Monitoring: Teachers Administrators Comprehensive Support Strategy | Formative | | |
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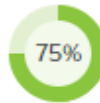





Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: By June 2020 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced academic performance on STAAR Math, Reading, Science and Social Studies tests.
 Accountability Area Targeted: State Assessment

Evaluation Data Sources: 2020 STAAR Results

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Pre-AP classes to identified gifted and talented students. CSF Academic Performance Strategy's Expected Result/Impact: Class schedules Staff Responsible for Monitoring: Counselor Administrator | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with the opportunity to participate in Tweens Reading, Spelling Bee, Name That Book Competition.... CSF Academic Performance Strategy's Expected Result/Impact: Participation in event Staff Responsible for Monitoring: Teachers Librarian | Formative | | |
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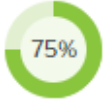





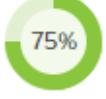





| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provided opportunities for students to participate in Texas Performance Standards Projects. CSF Academic Performance Strategy's Expected Result/Impact: Student Work Samples Staff Responsible for Monitoring: Pre-AP teachers | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training opportunities for teachers to learn teaching strategies for our GT population. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Administrators Counselors Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Extended day opportunities will be provided to GT students to help further excel their success. Strategy's Expected Result/Impact: Testing data, formative assessments Staff Responsible for Monitoring: Teachers Funding Sources: Extended Day - Extended Day/Tutorial | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: GT students will work on projects during specific SPUR intervention time. Staff Responsible for Monitoring: Teachers Librarian Administrators | Formative | | |
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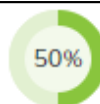





Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: By June 2020, the average daily attendance will be at least 96%. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor daily attendance reporting to ensure accuracy in state reporting. CSF Academic Performance Strategy's Expected Result/Impact: Emails Documentation of Noncompliance Attendance checks Staff Responsible for Monitoring: Campus attendance administrator Attendance clerk | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Call students who are absent for three consecutive days. CSF Academic Performance Strategy's Expected Result/Impact: Parent contact logs Staff Responsible for Monitoring: Teachers Attendance clerk Attendance administrator | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Call the parents of students that are tardy to school. CSF Academic Performance Strategy's Expected Result/Impact: Phone Logs Staff Responsible for Monitoring: Attendance Attendance administrator | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Send out attendance contracts after 10 absences. CSF Academic Performance Strategy's Expected Result/Impact: Parent contact log RAAwee documentation Attendance contracts Staff Responsible for Monitoring: Attendance clerk Attendance administrators | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide counseling services to students who are experiencing attendance issues due to social or emotional reasons. CSF Academic Performance Strategy's Expected Result/Impact: Counseling logs Staff Responsible for Monitoring: Counselors Administrators | Formative | | |
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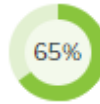





| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Make home visits to those students experiencing extreme attendance issues. CSF Academic Performance Strategy's Expected Result/Impact: Home visit Attendance logs Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Actively pursue leavers and potential dropouts. CSF Academic Performance Strategy's Expected Result/Impact: Leaver records Staff Responsible for Monitoring: Attendance Committee Registrar | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Recognize and reward perfect attendance throughout the school year with a variety of incentives CSF Social Performance Strategy's Expected Result/Impact: Awards Ceremony Documents Staff Responsible for Monitoring: Attendance Committee Peer Facilitators Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 6: By June 2020, The Campus Coordinated Heath Committee will plan and implement activities that increase student, teacher and parent awareness of healthy living as measured by attendance at planned events. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Event sign in sheets and an increase in student participation in school sponsored events.

Summative Evaluation: Met Objective









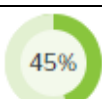
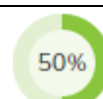
| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The committee will meet regularly to ensure the interventions and actions from the campus improvement plan are being met. CSF School Climate Strategy's Expected Result/Impact: Sign in sheets Agenda Meetings Staff Responsible for Monitoring: Coordinated School Health Committee | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will participate in Universal Breakfast. CSF School Climate Strategy's Expected Result/Impact: Number of students participating in breakfast Staff Responsible for Monitoring: Cafeteria Manager | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will participate in daily physical activities during physical education. CSF Academic Performance Strategy's Expected Result/Impact: Lesson plans Walkthroughs Staff Responsible for Monitoring: PE teachers Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will participate in physical education assessment including two fitnessgram assessments. CSF Academic Performance Strategy's Expected Result/Impact: Test results Staff Responsible for Monitoring: PE teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: By June 2020, implement an anti-bullying program to help reduce incidents of bullying by 60%. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Discipline Report

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide bullying training to all teachers and professional staff. CSF School Climate Strategy's Expected Result/Impact: Sign in sheets Agenda Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue with peer mediation program to help reduce conflict between students, and teach students conflict resolution skills. CSF School Climate Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide anti-bullying literature to parents through the counseling center. CSF School Climate Strategy's Expected Result/Impact: Sign in sheet Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue the implementation of Safe and Civil and CHAMPS by providing training to new teachers and posting expectations in all common areas. CSF School Climate Strategy's Expected Result/Impact: Discipline referrals Staff Responsible for Monitoring: Administrators Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Safe and Civil Schools training to all new teachers to ensure a safe environment for our students. CSF School Climate Strategy's Expected Result/Impact: Minutes Agenda Staff Responsible for Monitoring: Safe and Civil School Committee | Formative | | |
| | Mar | June | Aug |
| |  |  |  |











| Strategy 6 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Students will be recognized and rewarded for honorable behavior that promotes a sense of citizenship. Teachers will recognize student's good behavior by giving them "Cowboy Cash." Administrators and teachers will select a "Student of the Month" to recognize with an award to promote a positive school culture. CSF School Climate Strategy's Expected Result/Impact: Student discipline Office referrals Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: By June 2020, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities. Accountability Area Targeted: State Assessment

Evaluation Data Sources: College week; Exploring Careers Classes and Field Trips; HOSA

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide college week activities to expose students to information about attending college. CSF Academic Performance Strategy's Expected Result/Impact: College week activity schedule Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 7th grade students will be administered the KUDER career inventory test through a project to determine career interests. CSF Academic Performance Strategy's Expected Result/Impact: KUDER test results Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










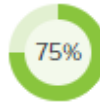

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.




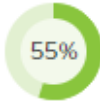


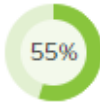
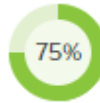
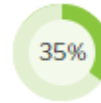




Performance Objective 3: By June 2020, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal to or greater than the state average. Accountability Area Targeted: State Assessment

Evaluation Data Sources: 2020 STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide academic and counseling support for qualifying at-risk students on campus. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Lesson Plans Counseling logs Assessment results Staff Responsible for Monitoring: Teachers Counselors Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Intervention Assistance Team (IAT) will meet monthly to identify and discuss strategies for assisting those students in need. Interventions will be documented. CSF Academic Performance - SG - SPED Strategy's Expected Result/Impact: IAT meeting notes Staff Responsible for Monitoring: IAT Committee Grade level teams IAT Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All students will be provided with tutoring services such as Khan Academy. CSF Academic Performance - SG -SPED Strategy's Expected Result/Impact: Tutoring Attendance Logs Lesson plans Staff Responsible for Monitoring: Teachers Campus Instructional Coach | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide in class support to at-risk students using a Title 1 Aide and Instructional Paraprofessional. CSF Academic Performance - SG SPED Strategy's Expected Result/Impact: Assessment results Staff Responsible for Monitoring: Teachers Title 1 Aide Administrators Comprehensive Support Strategy Funding Sources: Aide - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia through a direct dyslexia reading class, as well as using Khan Academy during math classes. CSF Academic Performance - SG - SPED Strategy's Expected Result/Impact: Assessment results Classroom assessment Staff Responsible for Monitoring: Dyslexic teacher Math Teacher Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional instruction through tutoring to students in need of assistance. CSF Academic Performance - SG - SPED Strategy's Expected Result/Impact: 2015 STAAR results Classroom data Staff Responsible for Monitoring: Teachers Administrators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The CIS programs will be utilized to provide academic and emotional support for at-risk students. CSF Academic Performance. SG - SPED Strategy's Expected Result/Impact: Student Rosters Sign-in sheets Staff Responsible for Monitoring: CIS Director Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Provide opportunities for teachers to attend trainings and observation time for teacher-to-teacher observation. Strategy's Expected Result/Impact: Sign in sheets Observation notes Staff Responsible for Monitoring: Teachers Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Through Spur Time, students will be able to receive additional assistance throughout the school day. Teachers will provide tutorials and/or enrichment activities. ALL SUBJECTS Strategy's Expected Result/Impact: Grades Assessments Staff Responsible for Monitoring: Teachers Administrators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Extended day services will be utilized for enrichment activities to push our higher level learning students towards to more fulfilling educational experience. Higher level students will be able to participate in a more rigorous program. Strategy's Expected Result/Impact: Grades STAAR Staff Responsible for Monitoring: Teachers Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: By June 2020, all students will have an awareness of 21st century career options and college requirements as measured by participation in campus activities. Accountability Area Targeted: State Assessment

Evaluation Data Sources: College Week participation.

Summative Evaluation: Some progress made toward meeting Objective



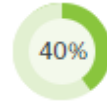
| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide college week activities to expose students to information about attending college. CSF Academic Performance Strategy's Expected Result/Impact: College Week Activity schedule Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 4: We will actively recruit, develop, and retain a highly qualified staff.





Performance Objective 1: By June 2020, 100% of professional staff will participate in regular staff development sessions targeting campus initiatives and the needs of the students as measured by teacher attendance during professional development sessions and evidence of the utilization of techniques in lesson plans and classroom observations. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Eduphoria Walkthrough Anyalysis, Lesson Plan Reviews, Professional Development Sign in Sheets, Student Work Products

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Teachers will actively participate in bi-weekly team meetings to discuss instructional objectives and language objectives as guided by district timelines, techniques for instructional delivery and cross curricular integration and relevancy. CSF Teacher Quality Strategy's Expected Result/Impact: Meeting Minutes Team Agenda Attendance Sheets Staff Responsible for Monitoring: Team Leaders Administrators CCS | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: ELAR CCS and Campus Instructional Coaches in the areas of SS, Math and Science will be provided as a support to all staff members. Campus Instructional Coaches and CCS will provide staff development opportunities, model lessons and provide feedback based on teacher needs and expertise with the curriculum content. Campus Instructional Coach and CCS will also periodically attend team meetings to provide ideas on instructional techniques, suggestions for resources and to maintain overall focus on district curriculum guidelines. CSF Teacher Quality Strategy's Expected Result/Impact: Coaching Logs Meeting Minutes Attendance Sheets Staff Responsible for Monitoring: Campus Instructional Coaches CCS Administrators Funding Sources: Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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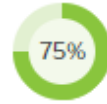










Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: By June 2020, 100% of new teachers will receive induction support. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Sign in sheets and Agendas Mentor Documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers new to the district and new teachers will receive training on key district initiatives and required trainings such as CHAMPS and Effective Teacher Practices. CSF Teacher Quality Strategy's Expected Result/Impact: Sign in Sheets Agendas Staff Responsible for Monitoring: Administrators District Staff New Teachers Funding Sources: - 255 - Title II A - Improving Teacher & Principal Q | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: New teachers will receive a mentor to provide support and assistance in all areas. CSF Teacher Quality Strategy's Expected Result/Impact: Mentor Documentation Staff Responsible for Monitoring: Administrators New Teachers Mentors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: New teachers will receive training on school-wide instructional strategies such as data disaggregation. CSF Teacher Quality Strategy's Expected Result/Impact: Sign in Sheets Agendas Staff Responsible for Monitoring: Administrators Peer Facilitators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus Instructional Coaches will provide training on the usage of 1 to 1 technology. CSF Teacher Quality Strategy's Expected Result/Impact: Teacher Sign-in sheets Staff Responsible for Monitoring: Campus Instructional Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All teachers will continue professional development growth to ensure success within their content areas. Strategy's Expected Result/Impact: Classroom Results Lesson Planning Staff Responsible for Monitoring: Administrators Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: By September 2020, 100% of new teachers will meet the requirements to be highly qualified in their teaching area. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Human Resources Highly Qualified Report

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Create interview team to help select teachers that meet the requirements to be highly qualified. CSF Teacher Quality Strategy's Expected Result/Impact: Interview Schedule and Notes Staff Responsible for Monitoring: Principal Interview Committee | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create profiles for all teaching vacancies to ensure that new staff members share common goals and beliefs about education. CSF Teacher Quality Strategy's Expected Result/Impact: Interview process Recruit process Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






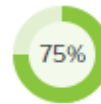

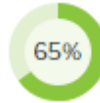





Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: By June 2020, we will provide parent training in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Sign in Sheets at Parent Events

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training for parents on the following topics: Title 1 School-Wide Components, ESL, English Acquisition. CSF Family Engagement Strategy's Expected Result/Impact: Sign in Sheets Agendas Staff Responsible for Monitoring: Counselor Administrators ESL Master Clerk Funding Sources: - 212 - Title1 C - Education of Migratory Children | Formative | | |
| | Mar | June | Aug |
| |  |  |  |

















| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Host academic nights that focus on family participation and engagement in student achievement goals in the areas of language arts, math, science and social studies. CSF Family Engagement Strategy's Expected Result/Impact: Sign in Sheets Activity Agenda Staff Responsible for Monitoring: Administrators Peer Facilitators Department Leaders Teachers Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for parents to meet teachers and sign up for parent conferences during Open House. CSF Family Engagement Strategy's Expected Result/Impact: Sign in Sheets Parent Conferences Staff Responsible for Monitoring: Teachers Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parents to new 7th grade Cowboys will be invited to Cowboy Orientation to meet the faculty and staff and tour the campus. CSF Family Engagement Strategy's Expected Result/Impact: Parent Participation Records Staff Responsible for Monitoring: Administrators Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: By June 2020, we will provide information about social and academic programs to parents. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Participation in Programs and Distribution of Information

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide parents with a monthly calendar of events, as well as, the Cowboy Chronicle. CSF Family Engagement Strategy's Expected Result/Impact: Newsletters Calendar Staff Responsible for Monitoring: Counseling Center | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide updated information on the school website and the Park View Facebook page. CSF Family Engagement Strategy's Expected Result/Impact: School website Teacher Remind 101 Staff Responsible for Monitoring: Teachers Campus Instructional Coach | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use Parent Skyward Access so that parents have updated information regarding student grades and attendance and inform parents about services using our parent calendar. CSF Family Engagement Strategy's Expected Result/Impact: Newsletter Staff Responsible for Monitoring: Counselor Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Parents and community members will hear about Park View news and upcoming events through the usage of Facebook. Strategy's Expected Result/Impact: Parent and Community Involvement Staff Responsible for Monitoring: Administrators Librarian | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: By June 2020, we will increase the number of business and community partnerships by 25%. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Number of business and community organizations working with Park View Intermediate.

Summative Evaluation: Some progress made toward meeting Objective

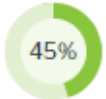





| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Seek and develop new partnerships with the business and community that will provide support for our students. CSF Family Engagement Strategy's Expected Result/Impact: New Partnerships Staff Responsible for Monitoring: Administrators Counselors Funding Sources: - PTO/PTA | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: By June 2020, 80% of teachers will participate in at least 3 hours of technology training. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Eduphoria Log

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage teachers to participate in district technology training. CSF N/A Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Administrators Technology Liaison | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide technology training on campus. CSF N/A Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Technolgy Liaison Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Strategy 3: Provide One-to-One training to all teachers. CSF N/A Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Technolgy Liaison Peer Facilitator | Formative | | |
| | Mar | June | Aug |
| |  50% |  75% |  70% |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District
Parks Elementary
2020-2021 Formative Review



Mission Statement

The Parks Elementary staff will provide all students unlimited opportunities to become effective communicators, problem solvers, productive citizens and advocates for the environment through positive relationships, rigorous curriculum, and relevant experiences.

Vision

Making an UNMISTAKABLE IMPACT in every classroom on every child, every day!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During the current school year, consistent implementation of the district's curriculum, research-based strategies, and rigorous and relevant standards will ensure that 80% of the Parks students will meet or exceed the state average.










Evaluation Data Sources: Lessons plans, professional learning community agendas, observation documentation, professional development agendas and logs




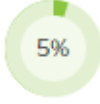
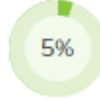
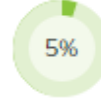






Summative Evaluation: Some progress made toward meeting Objective











Next Year's Recommendation: Continue working to complete each strategy.

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize a master schedule that provides common planning time for all grade level PLCS to develop curriculum based lessons. Strategy's Expected Result/Impact: PLC/Team Collaboration Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Follow the district's scope and sequence and develop lesson plans and common assessments based on the student expectations. Strategy's Expected Result/Impact: Effective classroom instruction Staff Responsible for Monitoring: Team Leaders, Instructional Leaders, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Discuss readiness, supporting, and power standards and review effective strategies and resources during PLC and planning meetings. Strategy's Expected Result/Impact: Lesson plans; Effective instructional practices Staff Responsible for Monitoring: PFs/Coaches and Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Schedule quarterly curriculum meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies. Strategy's Expected Result/Impact: School-Wide instructional timelines Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Promote an effective delivery of instruction that is aligned with the scope and sequence by scheduling grade level PLC meetings. Strategy's Expected Result/Impact: PLC Agendas/Minutes Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use assessment data to develop grouping arrangements and provide support for students based on specific student expectations and power standards. Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Classroom Teachers, Instructional Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Use Thinking Maps, graphic organizers, foldables, quick writes, questioning stems, and other open-ended response techniques to check for understanding and to incorporate writing in all core subject areas. Strategy's Expected Result/Impact: Lesson plans Walk-Through and other Observation Data Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Paper and other Material - 199 - General Fund | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implement the Marzano Nine, Big 8, Kagan Questioning, and other research-based strategies in all classrooms to encourage higher order thinking. Strategy's Expected Result/Impact: Lesson plans and effective instruction Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Use manipulatives and other concrete objects when introducing new math concepts. Strategy's Expected Result/Impact: Hands-On instruction Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Hands-On supplies and Manipulatives - 199 - General Fund, Math manipulatives and supplies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Submit writing samples monthly; review samples and use standardized rubrics to measure responses for all writing. Strategy's Expected Result/Impact: Student Writing Samples Staff Responsible for Monitoring: Classroom Teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Visit the science lab to complete experiments each week and incorporate hands-on activities that are aligned with the TEKS during classroom science activities. Strategy's Expected Result/Impact: Students' Science Notebooks, Science Lab Schedule Staff Responsible for Monitoring: Science Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Supplies and material for science lab - 199 - General Fund | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Implement differentiated research-based instructional strategies such as small and whole group instruction, cooperative grouping, and workstation activities in all core subject areas. Strategy's Expected Result/Impact: Student Assignments, Lesson Plans Staff Responsible for Monitoring: Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Supplies and resources for classrooms - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Use standardized rubrics for measuring responses for writing assignments and/or assessments in all content areas. Strategy's Expected Result/Impact: Lesson Plans, Student Writing Samples, Walk-Through Documentation Staff Responsible for Monitoring: Peer Facilitators/Coaches, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
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| Strategy 14: Implement the gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans, Walk-Through Documentation Staff Responsible for Monitoring: Peer Facilitators/Coaches, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Utilize content area curriculum committees to share successful implementation of research-based instructional practices and to review alignment across grade levels. Strategy's Expected Result/Impact: Meeting Agendas and Minutes Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators/Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 2: During the current school year, information from data disaggregation will be used to design effective lessons to ensure that there will be a 20% increase in student performance as measured by results on district and state assessments.


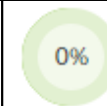
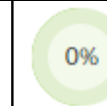




Evaluation Data Sources: Data team agendas, sign-in sheets, and information, intervention referral data, student grades

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue working collaborative to complete each strategy in this objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Review reading and mathematics mock STAAR results/other assessment results and set individual goals for each 3rd and 4th grade student. Strategy's Expected Result/Impact: Portfolios, Data Binder, Tracking Sheets Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Analyze sub-group student performance on assessments disaggregated by: ethnicity, economic status, migrant, homeless, ELLs, and special education participation and use information to guide instruction. Strategy's Expected Result/Impact: AWARE Reports Staff Responsible for Monitoring: Administrators, PFs/Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Review and share longitudinal data on the percentage of ELLs making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE and SLR Reprots Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer common assessments, reading inventories, and CBAs to all K-4th grade students; analyze and use the collected data to create instructional groups to provide real-time intervention and enrichment support. Strategy's Expected Result/Impact: Lesson Plans, Data Binders Staff Responsible for Monitoring: Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Monitor and track common assessment data; compare district and campus results; make instructional adjustments to ensure student success. Strategy's Expected Result/Impact: Heat Map Information, Assessment Results Staff Responsible for Monitoring: Grade Level Teams Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize a school-wide tracking chart to display students' assessment performance. Strategy's Expected Result/Impact: Assessment Results, Data Binders, Reading Tracking Chart Staff Responsible for Monitoring: Instructional Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Supplies, materials, binders for teachers to create an track data - 199 - General Fund, Title I Campus Instructional Funds: supplies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Conduct frequent data discussions with PLC teams and make instructional adjustments to ensure the success of all students. Strategy's Expected Result/Impact: Data Binders, Intervention Reports, Student Portfolios Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use data binders to collect and organize student information; review information during planning and/or PLC meetings to make instructional decisions to promote student success. Strategy's Expected Result/Impact: Data Binders' Assessment Results Staff Responsible for Monitoring: Grade Level PLCs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Notebooks, paper, and other supplies - 199 - General Fund | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Provide professional development opportunities for all staff on the intervention and special education referral process. Strategy's Expected Result/Impact: Meeting Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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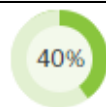
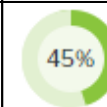
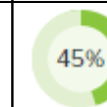
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.


Performance Objective 3: Professional development opportunities, that focus on the implementation of effective instructional strategies, will be provided. Strategies will be used to design lessons that will increase student performance by 10% as measured by a variety of campus, district and state assessments.





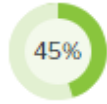
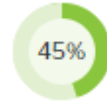







Evaluation Data Sources: Professional development meeting agendas, survey information, student grading reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue using effective strategies to reach this objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide campus based professional development to ensure consistent implementation of the district's curriculum. Strategy's Expected Result/Impact: Meeting Agenda, Lesson Plans Staff Responsible for Monitoring: Campus Professional Development Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Resources, books, and supplies for training; food and drink - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Schedule monthly campus-based professional development opportunities, that are based on needs assessment data, and utilize strategies in all classrooms. Strategy's Expected Result/Impact: Walk-Through Documentation, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Instructional Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Material for presentations - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in district focus training and share new information with other team members. Strategy's Expected Result/Impact: Lesson Plans, PLC Agendas and Minutes from Meetings Staff Responsible for Monitoring: Focus Training Representatives Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Schedule quarterly planning meetings to review the alignment of the scope and sequence, discuss effective instructional practices, and share information with grade level representatives. Strategy's Expected Result/Impact: Agendas from Meetings, Lesson Plans Staff Responsible for Monitoring: Peer Facilitators, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Continue using Conscious Discipline resources during PD meetings; discuss and implement Conscious Discipline strategies in all classrooms. Strategy's Expected Result/Impact: Walk-Through Visits, Teacher Documentation Staff Responsible for Monitoring: Counselor, Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: CD resources for classrooms - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Offer technology training based on the needs of individual teachers. Strategy's Expected Result/Impact: Surveys from Professional Development Sessions Staff Responsible for Monitoring: Technology Leader ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Review information from the books: Guided Math, Guided Math in Action, 7 Effective Strategies, Think Read Think Write and implement strategies in classrooms. Strategy's Expected Result/Impact: Lesson Plans, Agendas from Vertical Planning Meetings Staff Responsible for Monitoring: Book Study Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Books for PD - 199 - General Fund | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Support campus professional learning communities and provide time in the master schedule for teams to collaborate. Strategy's Expected Result/Impact: Meeting Agendas, Minutes from Meetings Staff Responsible for Monitoring: Campus Leaders Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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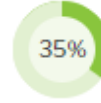




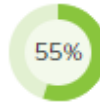

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





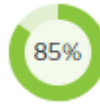
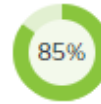






Performance Objective 4: Staff members will implement reading, writing, and mathematics initiatives designed to increase the academic skills of all students as evidenced by meeting or exceeding state performance levels.




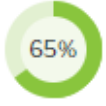









Evaluation Data Sources: Walk-Through documentation, lesson plans, district and State assessment results

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue using strategies to obtain this objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Attend district-led focus training and share information from the training with other staff members. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: PLC Leaders Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Disaggregate assessment data for the purpose of identifying each student's academic ability; use data to determine groups and to identify students who need intervention or enrichment support. Strategy's Expected Result/Impact: Students' Assessment Reports Staff Responsible for Monitoring: Teachers, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Resources and Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Include an enrichment class in the PIE rotation to provide reading and mathematics support. Strategy's Expected Result/Impact: Master and PIE/ZONE Schedules, Lesson Plans Staff Responsible for Monitoring: PFs, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: A-Z Subscription for all classroom teachers - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize Word Walls to develop vocabulary by arranging walls by high frequency words and core subject areas. Strategy's Expected Result/Impact: Classroom Visits, Environment Rubrics Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Develop and implement IPPs for students who qualify to participate in the dyslexia program. Strategy's Expected Result/Impact: Student IPPs Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Supplies, resources, and instructional tools - 199 - General Fund, Salary for DAIT - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish AR goals for students to encourage them to read and complete AR tests to improve comprehension skills. Strategy's Expected Result/Impact: AR Student Points Staff Responsible for Monitoring: PF, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Supplies and prizes for AR awards and shirts for students - 199 - General Fund | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide PD opportunities and coaching support; monitor the implementation of the strategies during instruction. Strategy's Expected Result/Impact: PD Agendas, Sign-In Sheets Staff Responsible for Monitoring: Administrators, Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Salary for Title I PF/Coaches - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use sentence stems to encourage students to talk in complete sentences while using academic vocabulary. Strategy's Expected Result/Impact: Walk-Through Documentation Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Integrate problem solving while teaching math concepts and require students to use the problem solving mat. Strategy's Expected Result/Impact: Walk-Through Documentation, Student Work Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Follow the scope and sequence to ensure the implementation of strategies provided in the writing timeline. Strategy's Expected Result/Impact: Walk-Through Documentation Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide library books to support all learning styles. Strategy's Expected Result/Impact: Curriculum Reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Library Books and Resources - 199 - General Fund, Library Books and Resources - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





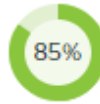
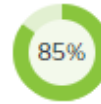







Performance Objective 5: During the current school year, GT certified staff members will provide an array of enrichment activities and extended support services that are geared to meet the unique needs of 100% of the students who participate in the school's gifted and talented program.

Evaluation Data Sources: Lesson plans, students' projects, surveys from parents of GT students

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Follow the objective to help students grow and develop

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow the district's GT identification procedures. Strategy's Expected Result/Impact: Planned Experiences, Assessment Data Staff Responsible for Monitoring: GT Campus Coordinator ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage all classroom teachers to attend professional development training in order to obtain GT certification. Strategy's Expected Result/Impact: GT Certification Staff Responsible for Monitoring: Principal, GT Campus Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide six-hour GT update training for certified Parks staff members. Strategy's Expected Result/Impact: Certificates from Update Training Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: Resources and other GT material for staff support - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer a weekly pull-out program to provide opportunities for gifted and talented students to participate in a variety of enrichment activities. Strategy's Expected Result/Impact: Surveys from Parents, Project Completion, Lesson Plans Staff Responsible for Monitoring: GT Campus Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: supplies and material for student projects - 199 - General Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Encourage identified gifted and talented students to complete a standards-based project and present the project during a district event. Strategy's Expected Result/Impact: Student Projects, Participation in GT Fair Staff Responsible for Monitoring: Campus GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Supplies for individual student projects - 199 - General Fund | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Cluster group students who are identified as GT and provide a differentiated curriculum designed to meet their individualized needs. Strategy's Expected Result/Impact: Lesson Plans, Student Projects Staff Responsible for Monitoring: GT Coordinator, Cluster Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Invite gifted and talented students to participate in the district's GT camp in order to provide advanced learning opportunities during the summer. Strategy's Expected Result/Impact: Registration Forms Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Registration fee for a portion of GT campus - 199 - General Fund | Formative | | |
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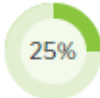








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

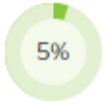
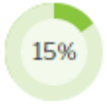
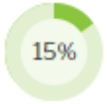






Performance Objective 6: During the current school year, 100% of identified at-risk students will receive differentiated instruction in all core subject areas designed to help them succeed in the classroom and increase necessary skills so that they perform at or above the average on state assessments.










Evaluation Data Sources: At-Risk report, data from assessment results, student report cards











Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to utilize effective strategies to help students reach their highest potential

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide PD training to review the intervention process and to teach effective progress monitoring strategies. Strategy's Expected Result/Impact: Sign In Sheets, Progress Monitoring Data Staff Responsible for Monitoring: IAT Members Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Include PIE time in the master schedule and provide appropriate Tier II and III support for students based on information collected from data sources. Strategy's Expected Result/Impact: Assessment Results, Data Binder Information Staff Responsible for Monitoring: Instructional Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Salary for Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Develop Individualized Program Plans (IPPs) for students who qualify for the 504 programs and share plans with staff and student's parents. Strategy's Expected Result/Impact: Assessment Data, Individual Student Plans Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Supplies, resources, testing material - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Conduct intervention assistance team (IAT) meetings every 6-8 weeks to review student data and progress monitoring reports; develop appropriate individualized or small group intervention support based on the collected data. Strategy's Expected Result/Impact: Progress Monitoring Reports, Intervention Folders Staff Responsible for Monitoring: IAT Team Members Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Progress Monitoring Reports Staff Responsible for Monitoring: PFs, Intervention Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Train selected staff and use the LLI program to provide additional support for Tier III and SPED students. Strategy's Expected Result/Impact: Assessment Results, Reading Level Data Staff Responsible for Monitoring: Intervention and Resource Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide intervention support (during the school day and after school) for 3rd and 4th grade students who are not meeting the student expectations. Strategy's Expected Result/Impact: Report Cards, Progress Reports, Assessment Results Staff Responsible for Monitoring: Instructional Leadership Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Extended Day Funds (extra duty pay for certified tutors); Resources - Extended Day/Tutorial, Intervention Resources and Supplies - 199 - General Fund, Title I Campus Instructional Funds: salaries for staff - 211 - Title 1 A - Economically Disadvantaged Study, Supplies, books, resources, staff, salaries, etc. - 21st CCLC Grant | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Provide intervention support during the school day for K, 1st, and 2nd grade students who are reading at least one grade level below the expected level. Strategy's Expected Result/Impact: BAS and Running Records results LLI, IStation data/reports Staff Responsible for Monitoring: Reading Coach/PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Money to pay tutor - 199 - General Fund, Money to purchase resources and supplies - 211 - Title 1 A - Economically Disadvantaged Study, Pay for tutor - Extended Day/Tutorial, Pay for ACE staff - 21st CCLC Grant | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Share student data with the ACE coordinator and encourage him to invite at-risk students to participate in the after-school program. Strategy's Expected Result/Impact: Data Binders, Progress Monitoring Charts, Lesson Plans Staff Responsible for Monitoring: Classroom Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Salaries for ACE staff members - 21st CCLC Grant | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Select HOSTS volunteers to mentor selected students who qualify to receive the additional support. Strategy's Expected Result/Impact: Student HOSTS Folders Staff Responsible for Monitoring: Peer Facilitator, First Grade Teachers ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Title I Instructional Funds (resources, books, and other material for HOSTS classroom) - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Participate in transition meetings to support ELLs as they move from 4th grade to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: LPAC Teachers and Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Additional Targeted Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Provide support for Tier II and Tier III students and collect data to monitor their progress. Strategy's Expected Result/Impact: Progress Monitoring Reports, Assessment Results Staff Responsible for Monitoring: IAT Chairperson Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Schedule grade level field trips that are aligned to the student expectations to give students opportunities to participate in a variety of off-campus activities. Strategy's Expected Result/Impact: Field trip assignments Staff Responsible for Monitoring: Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: Buses, fees and dues - 199 - General Fund, Buses and travel expenses - 211 - Title 1 A - Economically Disadvantaged Study, Funds for field trips and other student activities - State Compensatory Funds | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 7: During the current school year, Parks staff will provide additional support and assistance for identified English Language Learners to ensure that their academic performance meets or exceeds the state expectation.








Evaluation Data Sources: Assessment results, information provided by classroom teachers

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to provide the appropriate supports based on the needs of students

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow the district's bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans, Walk-Through Documentations Staff Responsible for Monitoring: Bilingual Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Books, paper, and other supplies - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Follow the district's scope and sequence for providing ESL to all ELLs and appropriately implement instruction in core subject areas. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Bilingual PF and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Title III Campus (resources to be used in bilingual classrooms) - 263 - Title III A - Bilingual Education, Language , Title I Bilingual PF - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Discuss ELPS objectives during grade level planning meetings and implement strategies in all classrooms. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Schedule quarterly bilingual PLC meetings and provide professional development opportunities for staff. Strategy's Expected Result/Impact: Meeting Agendas, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Bilingual PF/Coach Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Purchase a variety of Spanish library books and other resources. Strategy's Expected Result/Impact: Students' Reading Logs Staff Responsible for Monitoring: Librarian, Bilingual PF Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Purchase additional Spanish library books - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Select bilingual students to participate in the Spanish Helping One Student to Succeed (HOSTS) program. Strategy's Expected Result/Impact: Spanish HOSTS Sign In Sheets Staff Responsible for Monitoring: Bilingual Peer Facilitator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Additional Targeted Support Strategy Funding Sources: Campus Funds (books and supplies for HOSTS classroom) - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide all day PK for students who participate in the bilingual program. Strategy's Expected Result/Impact: Student Assessment Data Staff Responsible for Monitoring: District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Invite bilingual PK and kinder ELLs to participate in the pre-school ELL summer school program and share information with parents to encourage them to allow their child to participate. Strategy's Expected Result/Impact: Registration Forms Staff Responsible for Monitoring: PK and K Bilingual Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Meet with middle school staff members to review 4th grade bilingual student information to help them make a smooth transition. Strategy's Expected Result/Impact: Transition Meeting Roster Staff Responsible for Monitoring: 4th Grade Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





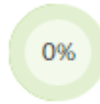
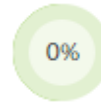






Performance Objective 8: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of the importance of healthy living practices.

















Evaluation Data Sources: Meeting agendas, parent surveys and sign-in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue to implement effective strategies to help us meet the objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in campus and district employee wellness challenges and other coordinated school health initiatives. Share information with other staff. Strategy's Expected Result/Impact: Agendas from Meetings Staff Responsible for Monitoring: CHAC Chair Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Advisory Committee (CHAC) that will meet quarterly to discuss employee wellness activities and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Meeting Agendas, Sign-In Sheets Staff Responsible for Monitoring: CHAC Chair and Committee Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite students, staff and parents to participate. Strategy's Expected Result/Impact: Sign-In Sheet, Donation Logs Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: BFU Instructional Funds (materials for different events) - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Invite parents, staff and students to participate in the Parks Fun Run; share tips, information and resources with parents. Strategy's Expected Result/Impact: Fun Run Sign-In Sheets Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Supplies and awards for Fun Run - 461 - Activity Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Schedule a campus health fair and invite community partners to participate in the event to share health related information with all stakeholders. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: Flyers and other Material - 199 - General Fund | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide frequent brain breaks during the instructional day by using Brain Smart Start Conscious Discipline strategies. Strategy's Expected Result/Impact: Classroom Observations, Announcement Schedule Staff Responsible for Monitoring: Counselor, Campus Administrators ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Encourage all PK-4th grade students to participate in daily physical fitness during PE classes. Strategy's Expected Result/Impact: Attendance Sheets, Lesson Plans Staff Responsible for Monitoring: PE Staff ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: PE Supplies and Equipment - State Compensatory Funds | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Include a 15-20 minute recess in the schedule for PK-4th grade classes. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Administrator ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Administer pre and post Fitnessgram assessments to all eligible 3rd and 4th grade students and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram Results, Lesson Plans Staff Responsible for Monitoring: PE Staff | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Use CATCH lessons during instructional time on monthly WOW days and share health eating habits during announcements. Strategy's Expected Result/Impact: Student Assessment Results Staff Responsible for Monitoring: Counselor, CHAC Chair | Formative | | |
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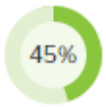

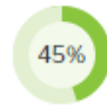



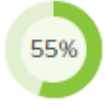
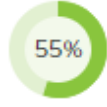




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 9: During the current school year, classroom teachers will use district grading policies and procedures that link student assessment to mastery of the student expectations.

Evaluation Data Sources: Progress reports, report cards, teacher data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Follow the performance objective from this school year

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use District grading standards, that are linked to student expectations and based on research-based practices, in all first through fourth grade classes. Strategy's Expected Result/Impact: Skyward Grade Reports Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use specific grading rubrics for students in kindergarten, 1st, and 2nd grades. Strategy's Expected Result/Impact: Student Report Cards and Progress Reports Staff Responsible for Monitoring: GradeSpeed Coordinator, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use subject based grading for 3rd and 4th grade students. Strategy's Expected Result/Impact: Student Report Cards, Progress Reports Staff Responsible for Monitoring: GradeSpeed Manager, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Share report card grades, that accurately communicate mastery or non-mastery on specific student expectations, with parents. Strategy's Expected Result/Impact: Report Cards and Progress Reports Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - Comprehensive Support Strategy Funding Sources: Folders, paper, and envelopes to make report card covers and print copies - 199 - General Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Share the standard based report card and rubrics with K-2nd grade parents to help them understand the grading procedures. Strategy's Expected Result/Impact: K-2nd Grade Report Cards and Progress Reports Staff Responsible for Monitoring: Peer Facilitators, K-2nd Grade Teachers ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use an RTI model to identify students who are in jeopardy of failing and provide timely and appropriate intervention support. Strategy's Expected Result/Impact: Skyward Reports, Intervention Documentation Staff Responsible for Monitoring: IAT Team, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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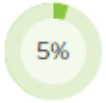

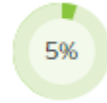
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





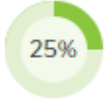
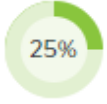






Performance Objective 10: During the current school year, the Parks staff will use effective strategies designed to increase the campus attendance rate to 98% or above for all students.

Evaluation Data Sources: Campus attendance data, Texas Academic Performance Report








Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue implementing effective strategies to increase the attendance rate

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor and document daily and weekly attendance data, conduct quarterly attendance conference, and recognize classes and individual students with excellent attendance. Strategy's Expected Result/Impact: Attendance Records Staff Responsible for Monitoring: Attendance Clerk, Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Utilize the campus intervention programs to provide specific strategies for students with attendance problems. Strategy's Expected Result/Impact: Attendance Reports, Attendance Contracts, Attendance Parent Meetings Staff Responsible for Monitoring: ILT Team Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Incentives and Celebrations - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Consistently display attendance percentages during announcements. Strategy's Expected Result/Impact: Attendance Reports, Attendance Bulletin Board Staff Responsible for Monitoring: Broadcast Team ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Supplies and material for displays - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Contact parents of students who are not in the classroom by 8:15 to determine the reason for the absence; encourage students to come to school if possible. Strategy's Expected Result/Impact: Attendance Slips, Daily Attendance Reports, Remind Staff Responsible for Monitoring: Classroom Teachers, Office Staff Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Contact parents after a student is absent two consecutive days and document information obtained from parents. Strategy's Expected Result/Impact: Attendance Records Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Encourage students to arrive on time and recognize their efforts periodically; contact parents of tardy students. Strategy's Expected Result/Impact: Tardy Reports Staff Responsible for Monitoring: Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Randomly select weekly attendance celebrations for classes without any tardy students. Strategy's Expected Result/Impact: Tardy Report Staff Responsible for Monitoring: Administrators Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Monitor student attendance and provide additional support for students and their parents when they are approaching six unexcused absences. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Attendance Administrator (CAA) Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Share attendance expectations and goal with parents and conference with parents to review the Parent/Teacher Compact. Strategy's Expected Result/Impact: Notes from Meeting Attendance Reports Staff Responsible for Monitoring: CAA, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Continue with "welcome back" greetings in the classrooms as students return from absences. Strategy's Expected Result/Impact: Absence Reports Staff Responsible for Monitoring: Teachers | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.5 |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








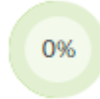







Performance Objective 11: During the current school year, Parks staff members will collaboratively work with the district special education office to ensure all the needs of each student are being met including 100% compliance with all federal and state requirements.

















Evaluation Data Sources: District Special Education Guidelines, ARD documents,

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working towards reaching the objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Schedule annual or revision ARD meetings in order to develop IEPs designed to meet the needs of each student and provide appropriate support, accommodations, and/or modifications. Strategy's Expected Result/Impact: IEPs for students Staff Responsible for Monitoring: LSSP Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Review the previous year assessment data for each student with a disability. Schedule an ARD meeting, as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction for students who did not meet standards on any assessment. Strategy's Expected Result/Impact: Assessment Results, ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: ARD Paperwork, Teacher Documentation, Assessment Data Staff Responsible for Monitoring: Campus Administrators, LSSP, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Monitor special education evaluations to ensure initial referrals are conducted within the appropriate timelines. Strategy's Expected Result/Impact: E-SPED Reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional training and instructional resources for each grade level inclusion teacher and all other staff members working with students with disabilities. Strategy's Expected Result/Impact: Agendas from Meetings, Sign-In Sheets, Walk-Through Documentation Staff Responsible for Monitoring: Administrators, LSSP, SPED Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Resources and material for SPED students and staff - 199 - General Fund | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the district special education office to ensure initial evaluations are completed within the required timelines. Strategy's Expected Result/Impact: Intervention Documentation, Assessment Results, EXCEED Reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention Documentation, Assessment Results Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Work collaboratively with the District special education office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Certification from Training, Sign-In Sheets, Restraint Documentation Staff Responsible for Monitoring: Campus Administrators, Special Education Staff | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Work collaboratively with the District SPED office to document appropriate state assessment decision-making processes for students with disabilities by using data from progress monitoring and CBAs/common assessments to make determinations regarding state assessment, ensuring ARD documents clearly delineates the need for STAAR A or STAAR Alt; utilize the TEA required STAAR A and STAAR Alt II Participation Requirement Forms. Strategy's Expected Result/Impact: Assessment Data, Intervention Documentation, STAAR Alternative Participation Forms Staff Responsible for Monitoring: Campus Administrators, IAT Chairperson, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: E-SPED Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities Plan Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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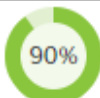
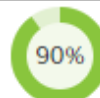
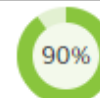
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





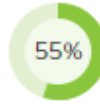










Performance Objective 12: During the current school year, student and staff access to technology will increase according to the District Technology Plan



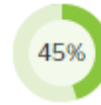




Evaluation Data Sources: District Technology Plan Implementation Schedule, Completed Documents

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue working to meet the objectives outlined in the area

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the necessary technical support required to administer the iSTATION assessment. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Peer Facilitator/Coach Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure all classrooms are equipped with interactive white boards, LCD projectors, document cameras, and other devices to help create 21st Century learning environments. Strategy's Expected Result/Impact: District Technology Budget, Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use technology in the PIE schedule and allow students to use Think Through Math, Dream Box, and/or I-Station to review concepts. Strategy's Expected Result/Impact: PIE and Master Schedules Staff Responsible for Monitoring: Technology Paraprofessional, Peer Facilitator | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase the integration of technology into the instruction, curriculum, and assessment as outlined in the District Technology Plan. Strategy's Expected Result/Impact: STaR Chart, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Make Kindles and IPADs available for classroom use. Strategy's Expected Result/Impact: Checkout Sheets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide technology PD opportunities for all staff to encourage the integration of technology into instruction. Strategy's Expected Result/Impact: PD Agendas, Sign-In Sheets Staff Responsible for Monitoring: Technology Liaison | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Use the mobile labs in all K-4th grade classrooms for research and other effective learning opportunities. Strategy's Expected Result/Impact: Student Project, Lab Sign-Out Sheets Staff Responsible for Monitoring: Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Create and utilize interactive flip charts in classrooms. Strategy's Expected Result/Impact: Lesson Plans, Walk-Through Documentation Staff Responsible for Monitoring: Technology Liaison, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Encourage teachers to use ActiVotes and ActiVexpressions to check for understanding of concepts and for formative assessments. Strategy's Expected Result/Impact: Lesson Plans, Walk-Through Documentation Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Use programs such as Extra Math, Raz-Kids, etc. to help students review a variety of concepts. Strategy's Expected Result/Impact: Assessment Data Staff Responsible for Monitoring: Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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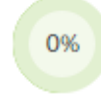

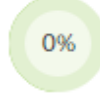

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.



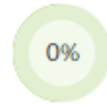


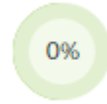







Performance Objective 1: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Career Day Documentation

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue to implement and monitor the objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Increased interest in a variety of careers Staff Responsible for Monitoring: Counselor, Classroom Teachers Funding Sources: Supplies for career exploration - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Invite community representatives to visit the campus to provide opportunities for students to explore various careers on Career Day. Strategy's Expected Result/Impact: Increased interest in a variety of careers Staff Responsible for Monitoring: Counselor, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: Food and other items for Career Day presenters - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Share information about a variety of careers during morning announcements weekly. Strategy's Expected Result/Impact: Increased interest in a variety of careers Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase availability of library books for students related to diverse careers. Strategy's Expected Result/Impact: Increased interest in additional careers Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: Library Books - 199 - General Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize a weekly ACE session for students to explore diverse career options. Strategy's Expected Result/Impact: Increased interest in a variety of careers Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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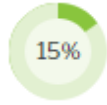
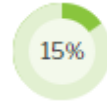



Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.



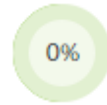


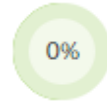







Performance Objective 2: During the current school year, students will receive information and guidance that will encourage a 50% increase in an interest in attending college.

Evaluation Data Sources: College Night Agenda and Sign In Sheets, Counselor's Documentation

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to implement the documented performance objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Promote awareness of a variety of colleges and universities on the first Tuesday of each month and during College Week. Strategy's Expected Result/Impact: College Reports Staff Responsible for Monitoring: News Anchor Team. Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: College and university information and brochures - 461 - Activity Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Invite parents to attend the PISD College Night and share information that will help them prepare for their child's future. Strategy's Expected Result/Impact: Sign-In Sheets, Parent Surveys Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Display high school and college graduation years outside of each certified staff member's classrooms and encourage students to learn the informatoin. Strategy's Expected Result/Impact: Graduation Year Signs Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: Paper and posters for signs - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Display college flags/banner in cafeteria. Strategy's Expected Result/Impact: Flags/Banners Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: - 461 - Activity Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide opportunities for eligible students to participate in the Duke Talent Search program. Strategy's Expected Result/Impact: STAAR Results, Completed Duke Search Applications Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Organize ACE after-school classes by university names, encourage students to research their assigned school, and teach new facts about selected colleges. Strategy's Expected Result/Impact: College Banners, Research Projects Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Create college information posters and display on each certified teachers door; share information with students during college week. Strategy's Expected Result/Impact: Examples of Posters Staff Responsible for Monitoring: Certified Staff Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.



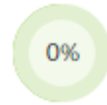



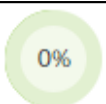
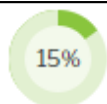
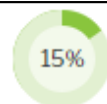
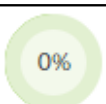
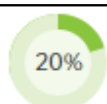
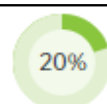
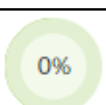
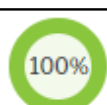
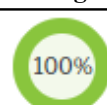
Performance Objective 1: During the current school year, 100% of certified and non-certified staff members will be Highly Qualified based on the No Child Left Behind guidelines, and support systems will be implemented to facilitate recruiting and retention of effective employees.

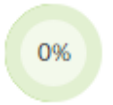

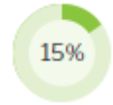




Evaluation Data Sources: Staff surveys, evaluation documentation, agendas, from PD meetings

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to implement the present performance objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in the Pasadena ISD job fair in order to recruit highly qualified teachers. Strategy's Expected Result/Impact: Attendance at Job Fair Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus. Strategy's Expected Result/Impact: New staff survey data Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide additional support for new staff members by collaborating during meetings, modeling lessons in the classroom, and sharing resources as needed. Strategy's Expected Result/Impact: Teacher Survey Information Staff Responsible for Monitoring: Peer Facilitators/Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Require new teachers to attend Effective Teaching Practices training and provide instructional support on campus. Strategy's Expected Result/Impact: PD Sign-In Sheets Staff Responsible for Monitoring: Administrators, Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas from PD Meetings, Eduphoria Surveys Staff Responsible for Monitoring: Administrator, PD Presenter Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Schedule new teacher meetings and provide additional face-to-face meeting opportunities throughout the year. Strategy's Expected Result/Impact: Documentation from New Teachers Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Encourage all staff members to serve on campus-based committees in order to expand their leadership skills. Strategy's Expected Result/Impact: Committee Enrollment Sheets Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide coaching support for each certified staff member, basing decisions on each teacher's individualized needs. Strategy's Expected Result/Impact: Coaches Survey and Log Staff Responsible for Monitoring: Administrators, Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Recognize staff in a variety of ways during the school year. Strategy's Expected Result/Impact: Teacher Surveys, Peek of the Week Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Establish a Courtesy Committee to provided support and celebration(s) for staff members. Strategy's Expected Result/Impact: Thank you cards Staff Responsible for Monitoring: Courtesy Club Chair | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 11: Plan campus social events during the year to develop personal relationships with others colleagues. Strategy's Expected Result/Impact: Teacher Survey Data Staff Responsible for Monitoring: Administrators, Team Leaders | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




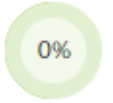

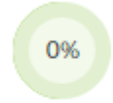
Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.



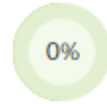









Performance Objective 1: During the current school year, the Parks parenting program will be revised to promote a 15% increase in parental engagement through educational classes and resources.

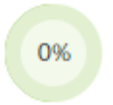
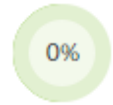
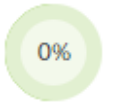

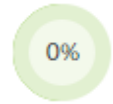
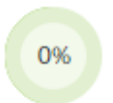








Evaluation Data Sources: Sign-In Sheets, Parenting Agendas, Calendars of Events

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to implement the strategies outlined in the performance objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide educational resources for parents during parent meetings and on the parent resource table. Strategy's Expected Result/Impact: Information from Parents Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 Funding Sources: Salary: Counselor/Parent Coordinator; funds for supplies and resources - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage parents to participate in a variety of parenting classes and encourage them to volunteer on campus. Strategy's Expected Result/Impact: Parent Surveys, Certificates of Completion, Sign-In Sheets Staff Responsible for Monitoring: Parent Coordinator, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 Funding Sources: Supplies and snacks for training - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Schedule an Open House meeting during the first weeks of school to share Title I information and give parents and opportunity to meet teachers, administrators, and staff. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Schedule first quarter report card conference and meet with parents to review and sign the parent, teacher, student compact. Strategy's Expected Result/Impact: Sign-In Sheets, Compact Log Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Invite parents to participate in monthly Family Library Night to allow them to check out up to eight books in order to read with their child(ren) at home. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Schedule grade-level Book Breakfast/Family Library time for parents to share reading strategies and check out library books that can be used at home. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 Funding Sources: Title I Parent Component Funds: Books and other information; breakfast for parents - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Schedule S.T.E.A.M night share effective academic strategies with parents. Strategy's Expected Result/Impact: Sign-In Sheets, Survey Results Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: Supplies for academic nights - 199 - General Fund, Supplies for academic nights - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Require ACE parents to attend a minimum of two school events each semester. Strategy's Expected Result/Impact: ACE Logs. Sign-In Sheets Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Supplies for meetings; funds for vendors - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Invite parents to participate in the annual Fall festival to promote family, school, and community relationships. Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Invite parents to participate in the annual Spring Fiesta to promote family, school, and community relationships. Strategy's Expected Result/Impact: Improve Parental Relationships Staff Responsible for Monitoring: Sign-In Sheet Meeting Agenda Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.



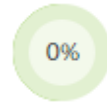









Performance Objective 2: During the current school year, the Parks parenting program will be enhanced to promote a 15% increase in parental engagement












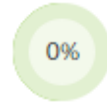
through active communication between school and home.











Evaluation Data Sources: Monthly calendars, REMIND, Call-Out System

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue stated performance objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administer a parent survey to gather feedback on effective communication skills, opportunities for parent involvement, parenting skills, and school climate. Strategy's Expected Result/Impact: Survey Data Staff Responsible for Monitoring: Safe and Civil Committee Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Communicate with parents by utilizing weekly Tuesday folders to inform parents of their child's academic and behavioral progress and to share information concerning upcoming events and activities. Strategy's Expected Result/Impact: Documentation in Folders Staff Responsible for Monitoring: Classroom Teachers Funding Sources: Purchase of Tuesday Folders and other items - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize REMIND and a call out system to share important information and events with parents. Strategy's Expected Result/Impact: REMIND notices, Call Out Logs Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create a monthly calendar of events and share with parents. Strategy's Expected Result/Impact: Copy of Month Calendar Staff Responsible for Monitoring: Parent Coordinator Funding Sources: Paper for flyers - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Conduct individual conference with parents, by the end of the first quarter, to share student expectations and performance information. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Share assessment expectations with the parents of 3rd and 4th grade students during an informational meeting. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: 3rd and 4th Grade Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Schedule a parenting meeting to share science fair information and post important documents and schedules on the campus website. Strategy's Expected Result/Impact: Sign-In Sheets, Handouts Staff Responsible for Monitoring: Science Coach, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 Funding Sources: Information for parents - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Schedule grade level music programs to showcase students' talents in fine arts and present programs to parents, students, and staff. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Music Staff Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 9: Schedule Coffee with the Principals meetings to give parents and other stakeholders opportunities to participate in decision-making. Strategy's Expected Result/Impact: Sign-In Sheets, Minutes from meetings Staff Responsible for Monitoring: Campus Administrators, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Material and food for meetings - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Restock the Little Free Library at the beginning of each quarter and send REMIND message to encourage parents to "take a book, bring a book, for our students to enjoy Strategy's Expected Result/Impact: Books in the library Staff Responsible for Monitoring: Librarian Parent Coordinator Library Activity Log Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

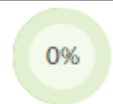
Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: During the school year, opportunities to connect with community leaders and business partners will increase by at least 5%.








Evaluation Data Sources: Volunteer Reports from raptor, Donation Reports

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Follow same performance objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Invite community and business leaders to participate in S.T.E.A.M academic night. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Invite community and business members to assist students with reading as HOSTS mentors. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: HOSTS Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Invite business and community members to participate in Career Day. Strategy's Expected Result/Impact: Career Day Sign-In Sheets Staff Responsible for Monitoring: Counselor, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Encourage high school students to provide support in a variety of ways during special events held at Parks. Strategy's Expected Result/Impact: Sign-In Sheets, Assignments from Students Staff Responsible for Monitoring: Coaches, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Receive dictionaries for all third grade students from Rotary Club members. Strategy's Expected Result/Impact: Thank You letters from classes Staff Responsible for Monitoring: Principal, Third Grade Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Work with community organizations to provide support for needy students and their families during the holiday season. Strategy's Expected Result/Impact: Spreadsheet Information, Flyers Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Collaborate with the Houston Food Back and other community partners to provide support for students who participate in the ACE program. Strategy's Expected Result/Impact: Sigh-In Sheets Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Celebrate and appreciate business partners by encouraging staff and students to write thank you cards for the representatives. Strategy's Expected Result/Impact: Copies of thank you cards Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Encourage students and staff to donate food items for community activities. Strategy's Expected Result/Impact: Tracking Charts Staff Responsible for Monitoring: Student Counsel Representatives | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Recognize and appreciate our first responders by creating a Patriot's Day celebration. Strategy's Expected Result/Impact: Recognition of Community Members Staff Responsible for Monitoring: Counselor Music Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 11: Invite community healthcare service providers to attend the campus Health Fair. Staff Responsible for Monitoring: Nurse Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, the Parks staff will sustain a focus on maintaining a safe and orderly environment that is conducive to student learning and employee effectiveness as measured by a 5% decrease in discipline referrals.

















Evaluation Data Sources: Discipline referrals student, staff and parent surveys

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue implemented the present goal

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement school-wide Guidelines for Success and review common area expectations with students and staff. Strategy's Expected Result/Impact: GFS Posters, Survey Data Staff Responsible for Monitoring: Safe and Civil Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide ongoing Conscious Discipline training and implement strategies. Strategy's Expected Result/Impact: PD Sign-In Sheets, Walk Through Documentation Staff Responsible for Monitoring: CDAT Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: CD supplies and resources - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Review Safe and Civil lesson plans and implement strategies in all classrooms. Strategy's Expected Result/Impact: Copies of SC lesson plans/procedures Staff Responsible for Monitoring: Safe and Civil Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Review and implement CHAMPS expectations and display posters/pictures throughout the building. Strategy's Expected Result/Impact: CHAMPS Posters Staff Responsible for Monitoring: Heartbeats Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Present CD lessons during announcements and review in class during family meetings. Strategy's Expected Result/Impact: Announcements Schedule Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Conduct monthly School Family assemblies to share CD lessons and other character education tips. Strategy's Expected Result/Impact: Survey Data Staff Responsible for Monitoring: CDAT Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: You Did It Slips, rewards, and other documents to recognize students - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Collect data from parent, staff, and student surveys and use information to make adjustments to campus procedures. Strategy's Expected Result/Impact: Survey Information Staff Responsible for Monitoring: Safe and Civil Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 8: Share drug awareness information with students during Red Ribbon Week. Strategy's Expected Result/Impact: Flyers, Lesson Plans Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Work collaboratively with our BRT representative to provide support for students with chronic behavior concerns. Strategy's Expected Result/Impact: Student Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Require all staff members to have Gang Awareness training. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Collect and review discipline data and develop individual plans for repeat offenders. Strategy's Expected Result/Impact: Discipline Reports Staff Responsible for Monitoring: Safe and Civil Committee | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.



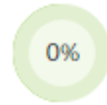




Performance Objective 2: The Parks staff will develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, training logs

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue implementing the present performance objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, hazardous materials, and Stop the Bleed. Strategy's Expected Result/Impact: Eduphoria reports, nurse training log Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Establish a crisis team and schedule an emergency drill each semester to practice safety procedures. Strategy's Expected Result/Impact: Drill schedule Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide medicine procedure training for staff members assigned to administer medication to students when the nurse is unavailable. Strategy's Expected Result/Impact: Training documentation Staff Responsible for Monitoring: Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide mass casualty incident training and establish a Mass Casualty Incident Process Map in accordance with the district plan. Staff Responsible for Monitoring: Nurse, Crisis Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Promote W.A.T.C.H D.O.G program to involve dads to participate in school activities as positive role models. Strategy's Expected Result/Impact: Sign-In Sheets Survey Data Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.








Performance Objective 3: The Parks staff will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Annual accident report document

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Will continue this performance objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing crisis management training and document all emergency drills. Strategy's Expected Result/Impact: Crisis drill logs, Sign-In sheets Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish safety protocols for all common areas and field trips. Strategy's Expected Result/Impact: Common Area Procedures Staff Responsible for Monitoring: Safe and Civil Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Require staff members to follow safety procedures and document all accidents. Strategy's Expected Result/Impact: Training logs, nurse's report Staff Responsible for Monitoring: Campus Administrators, Nurse | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.



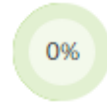







Performance Objective 4: The Parks staff will implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Service project logs

Summative Evaluation: No progress made toward meeting Objective

Next Year's Recommendation: Continue the implementation of this objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support for student and staff participation in a variety of service projects. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage fourth grade students to participate in a variety of campus service clubs. Strategy's Expected Result/Impact: Student organization lists Staff Responsible for Monitoring: Club leaders Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Program participation Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide opportunities for 2nd and 3rd grade students to assist in the library each week. Strategy's Expected Result/Impact: Sign In Sheets Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Pasadena High School

2020-2021 Formative Review



Mission Statement

The purpose of Pasadena High School is to provide a nurturing, respectful environment that instills our students with the confidence and skills necessary to meet the challenges of an ever-changing world and to become valuable member of a global community.

Vision

“Home of the Mighty Eagles: Where All Students Learn and Experience Success!”

“The Only Way is the Mighty Eagle Way: Courage, Responsibility, and Respect”

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals





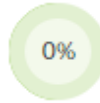

Goal 1: Goal 1: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.











Performance Objective 1: 1.1 During 2020-2021, we will increase staff and student technology proficiencies and improve overall communication avenues.

Targeted or ESF High Priority

Evaluation Data Sources: Professional Development completion rates. Administrative observations showing proficient teacher use of technology.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 1.1.1 Offer professional development to teachers and administrators that will set technology usage expectations. Strategy's Expected Result/Impact: Increase purposeful and effective usage of technology in the classroom by 25% Staff Responsible for Monitoring: Administration and Campus Content Specialists ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 1.1.2. Staff will increase technology proficiency through technology professional development opportunities. Strategy's Expected Result/Impact: Professional development will be offered at least once every six weeks and will cover new strategies and skills with technology. Staff Responsible for Monitoring: Administrators and campus content specialists ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
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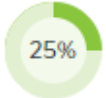


| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: 1.1.3. Promote technology resources to students that aides them in CCR and provides them with 21st Century Skills. Strategy's Expected Result/Impact: Increased attainment of students reaching CCMR designation. Staff Responsible for Monitoring: Administrators and campus content specialists ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 1.1.4. Use online websites and current PISD software and apps to improve channels of communication Strategy's Expected Result/Impact: Use of student website (studentmightyeagles.org) and the staff website (PHSStaff.org) to communicate pertinent information to all stakeholders. Staff Responsible for Monitoring: Technology leadership team. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
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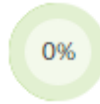





Goal 1: Goal 1: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: 1.2 We will provide consistent support to staff and students by working alongside district specialists

Evaluation Data Sources: Campus visits by district support.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 1.2.1. Increase collaboration between district ELA specialist and campus ELA team. Strategy's Expected Result/Impact: Increase in student achievement in ELA scores Staff Responsible for Monitoring: Administrator and campus coach over ELA ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: 1.2.2. Increase collaboration between district PLC specialists and campus. Strategy's Expected Result/Impact: Designation as PLC Model School Staff Responsible for Monitoring: Administrators and Campus Content Specialists ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
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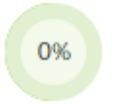






Goal 2: Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: 2.1 Increase CCMR for students to 60% of students having CCMR qualifications by the end of their Junior year.

Evaluation Data Sources: CCMR documentation

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 2.1.1. The College Career Counselor will work with grade levels to educate them on CCMR readiness standards. Strategy's Expected Result/Impact: Increase in CCMR designations Staff Responsible for Monitoring: College Now Counselor ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 2.1.2. Develop a clear system for monitoring and updating the CCMR list Strategy's Expected Result/Impact: Increase in CCMR designation Staff Responsible for Monitoring: College Now Counselor and Administrator over CTE TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: 2.1.3. Develop recommendations for appropriate selection of college readiness assessments (ACT, SAT, TSIA) and a timeline for administration of these assessments to maximize opportunities for students. Strategy's Expected Result/Impact: A plan will be in place for all C/O 2022 students to achieve CCMR designation Staff Responsible for Monitoring: College Now Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: 2.2 Increase enrollment in Advanced Academics programs such as AP/Dual Credit by 10%

Evaluation Data Sources: Enrollment data

Summative Evaluation: Some progress made toward meeting Objective














| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 2.2.1. College Now Coordinator will work with Academic Counselors to present and promote opportunities to enroll in advanced academic programs for 9-11 grade students. Strategy's Expected Result/Impact: Increase in AP enrollment Staff Responsible for Monitoring: College Now Coordinator and Academic Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 2.2.2. Target qualifying students based on data and conduct individual meetings to encourage students to participate in Dual credit. Strategy's Expected Result/Impact: Qualifying students will enroll in Dual Cred and/or AP courses TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: 2.3 CTE: Achieve a pass rate of 85% on qualifying CCMR certification exams.

Evaluation Data Sources: Certification exam data

Summative Evaluation: Some progress made toward meeting Objective



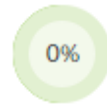




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 2.3.1. 100% of CTE teachers will attend training on CTE curriculum Strategy's Expected Result/Impact: All teachers will understand and implement district CTE curriculum Staff Responsible for Monitoring: Administrator over CTE TEA Priorities: Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 2.3.2. Teachers will allow all students to retest who fail below proficiency on certification exams (when possible) Strategy's Expected Result/Impact: Increase in student success and number of certifications earned. Staff Responsible for Monitoring: Administrator over CTE TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 2.3.3. All teachers will implement reading skills practice related to their certification. Strategy's Expected Result/Impact: Increased success on certification exams due to improved reading skills in the area of technical reading. Staff Responsible for Monitoring: Administrator over CTE TEA Priorities: Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy - Results Driven Accountability | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 1: 3.1 Administrators will be involved in district recruitment events.

Evaluation Data Sources: Participation in district recruitment events.

Summative Evaluation: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 3.1.1. Administrative staff including campus content specialists will participate in district recruitment events. Strategy's Expected Result/Impact: Increased recruitment of quality personnel Staff Responsible for Monitoring: Campus administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 2: 3.2. Department leaders will include content team teachers in the active recruitment and hiring of new team members

Evaluation Data Sources: Interview records

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 3.2.1. Each department leadership team will train teachers on the process of serving on interviewing panels. Strategy's Expected Result/Impact: Hiring of quality personnel with team member support Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: Goal 3: We will actively recruit, develop, and retain a highly qualified staff to promote a successful learning environment for all.

Performance Objective 3: 3.3 Provide continuous support and coaching to our new hires in order to achieve a retention rate of more than 95%.

Evaluation Data Sources: Personnel movement data

Summative Evaluation: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 3.3.1. Recruit, support, retain teachers and principals Strategy's Expected Result/Impact: Teacher retention will reach 95% or higher TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 3.3.2. CCSs and appraiser will work with teachers on an individual basis to improve instruction, develop quality connections, and to support educator growth. Strategy's Expected Result/Impact: Teacher retention rate will be reach 95% of higher. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 1: 4.1. Build quality relationships with community stakeholders

Evaluation Data Sources: Sponsorship and evidence of relationships

Summative Evaluation: Significant progress made toward meeting Objective


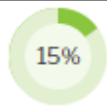








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 4.1.1. Develop opportunities for business owners to work with our students on and off campus. Strategy's Expected Result/Impact: Increased collaboration between businesses and campus Staff Responsible for Monitoring: Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with family, business, and community stakeholders to support students and staff.

Performance Objective 2: 4.2 Establish clear and consistent communication with parents that is accessible to everyone.

Evaluation Data Sources: Social media sites











Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 4.2.1. Implement regular call outs to parents Strategy's Expected Result/Impact: Increased parent participation and presence on campus. Staff Responsible for Monitoring: Administration. ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 4.2.2. Teacher to parent communication expectations established and monitored Strategy's Expected Result/Impact: Increased support from parents regarding student performance and behavior. Staff Responsible for Monitoring: Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: Goal 5: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 1: 5.1 Decrease the number of access points into our buildings.




Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 5.1.1 A campus map will be created identifying the number and location of all Blue Wave doors and a time schedule will be utilized to lock and unlock doors. Strategy's Expected Result/Impact: A more secure and manageable building. ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 5.1.2. PHS will require all staff and students to wear IDs on campus. Strategy's Expected Result/Impact: A safer school environment with easily identifiable students and staff members. ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: Goal 5: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 2: 5.2 Prepare all staff and students for emergency situations through conducting drills and delivering open communication.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 5.2.1 PHS will conduct an ALICE drill with students. Strategy's Expected Result/Impact: All students will be exposed to the procedures included in the ALICE drill Staff Responsible for Monitoring: Jason Krutowskis ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 5.2.2. Continuous updates for all emergency procedures for all staff. Strategy's Expected Result/Impact: Staff is prepared to execute procedures in the event of an emergency situation. | Formative | | |
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|------------------------------------------------------------|--|-------------------------------------------------|----------------------------------------------------|---------------------------------------------------|-----------------------------------------------|
| ESF Levers: Lever 1: Strong School Leadership and Planning | | <div><div></div><div>50%</div></div> | <div><div></div><div>95%</div></div> | <div><div></div><div>0%</div></div> | |
| | | <div><div></div><div>0%</div></div> No Progress | <div><div></div><div>100%</div></div> Accomplished | <div><div></div><div></div></div> Continue/Modify | <div><div></div><div></div></div> Discontinue |

Goal 5: Goal 5: We will establish safe schools while meeting the social, emotional, and physical needs of all students and staff in a culturally responsive environment.

Performance Objective 3: 5.3 Counseling department will develop a comprehensive counseling program that will include structures to increase the emotional support provided to students.

Summative Evaluation: Significant progress made toward meeting Objective





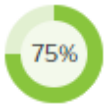





| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 5.3.1. Develop a clear plan of action for meeting the emotional needs of the students. Strategy's Expected Result/Impact: Better support/promotion of emotional health campus-wide Staff Responsible for Monitoring: Edward Ricco ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 5.3.2. Administrative use of district designed threat assessment tool. Strategy's Expected Result/Impact: Increased documentation of student threat levels. Staff Responsible for Monitoring: Jason Krutowskis | Formative | | |
| | Mar | June | Aug |
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| <div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div> | | | |

Goal 6: Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: 6.1 ELA - Increase the percentage of EOC passing scores by 10% in comparison to the previous year's scores.

Evaluation Data Sources: CBAs, Mock, STAAR

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 6.1.1 Teachers will utilize Eagle Time with targeted lessons based on data from CBAs, CFAs, and mock exams. Strategy's Expected Result/Impact: ELA 1 and 2 teachers, and teachers of retesters can show evidence of targeted intervention using ET assessment data. Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 6.1.2. Teachers will build initial teach lessons that execute the elements of the Madeline Hunter lesson cycle. Strategy's Expected Result/Impact: Student performance will increase on STAAR and PSAT/SAT/ACT/AP tests Staff Responsible for Monitoring: Patricia Goodman ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: 6.2 Math - Increase the number of students scoring 530 or above on Math SAT scores.

Evaluation Data Sources: Test prep enrollment, SAT scores

Summative Evaluation: Significant progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 6.2.1 Promote student participation in free after school prep sessions. Strategy's Expected Result/Impact: Attendance and scores will increase. Staff Responsible for Monitoring: Jason Krutowskis ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 3: 6.3 Science - Increase students performing at mastery level on Biology STAAR by 5%.

Evaluation Data Sources: CBAs, Mock data, STAAR

Summative Evaluation: Some progress made toward meeting Objective



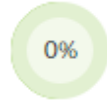




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 1: 6.3.1. Students on the bubble between "meets" and "masters" will participate in Eagle Time section Strategy's Expected Result/Impact: 100% of students in this Eagle Time group will be answering the HOT question on Friday quizzes. Staff Responsible for Monitoring: Leslie Constant ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: Goal 6: We will promote an exemplary learning environment for students and staff through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 4: 6.4 Social Studies - US History department will increase mastery STAAR scores from 38% to 43%

Evaluation Data Sources: CBA, Mock, STAAR

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: 6.4.1. Teachers will use mock data to look at students who received meets. 15% of students above and below meets will be part of a 10-day intensive after intervention. Strategy's Expected Result/Impact: Increased percentage of students earning "mastery" on STAAR. Staff Responsible for Monitoring: Trevor Parker | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Pearl Hall Elementary

2020-2021 Formative Review



Mission Statement

Pearl Hall Mission Statement:

Our mission...

We remain committed to providing a high quality education in which all students achieve academic success.

We remain committed to building relationships with each other, students, and parents in the community we serve. We are a school family that will always be student-centered.

We remain committed to the integration of technology in our classrooms to create engaging learning environments.

We remain committed to providing real-time intervention and enrichment for our students that is targeted and purposeful.

WE ARE PEARL HALL ELEMENTARY!

Vision

Vision Statement:

Pearl Hall Elementary is committed to building a community of learners that reaches every child, in every classroom, every day.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| Goals | 4 |
| Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student. | 4 |
| Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all. | 27 |
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Goals















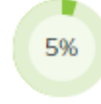
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











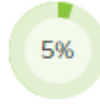
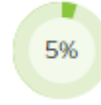
Performance Objective 1: During the current school year, consistent implementation of district curriculum, research-based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.














Evaluation Data Sources: Walkthrough documentation, lesson plans, campus/ district staff development logs and agendas

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, Feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK-4. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: BFU - 199 - General Fund - \$44,166 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, Agendas, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Title I Salary Instructional Coaches - 211 - Title 1 A - Economically Disadvantaged Study - \$153,311 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Literacy Cohort, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and lab activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 8: Use online databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of online databases and resources. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research-based instructional practices. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Provide instructional materials and implement research-based strategies, such as the Big Eight, on a daily basis to promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Title I Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$20,794 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research-based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Campus staff development plan, Agendas, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master schedule Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Sources: Data workshop agendas and information, sign-in sheets, student grades, intervention referral data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and Special Education referral process. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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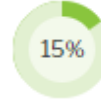













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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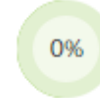



| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Support campus PLC's. Strategy's Expected Result/Impact: Sign-in sheets, School calendar, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff development plan, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, GT inservice and projects

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign-in sheets, Library budget Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Accelerated Reader. Strategy's Expected Result/Impact: Accelerated Reader Reports, Brag tags Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Campus Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP assessment reports, LLI reports, iStation reports, Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development about reading strategies. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports, Open circulation, Master schedule Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for GT students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans and student grades

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district GT identification procedures. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote GT Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: GT students will participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participation in district-wide GT Showcase Staff Responsible for Monitoring: GT Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT (Pgm 21) - 199 - General Fund - \$2,002 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by GT certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement GT Pullout program for identified students. Strategy's Expected Result/Impact: GT lesson plans Staff Responsible for Monitoring: GT Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Promote participation in the Duke Talent Search program in 4th grade. Strategy's Expected Result/Impact: Participation in Duke Talent Search Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

















Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Standardized and state assessments, T-TESS goals, Eduphoria reports, student grades

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, Lesson plans Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Campus Leadership Team (CLT) will develop plans for students failing a portion of the STAAR test and for students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Grade reports, AWARE reports, Classroom data Staff Responsible for Monitoring: Campus Leadership Team (CLT) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, Grades, Work samples Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, Intervention reports, Grade reports, LLI reports, iStation reports Staff Responsible for Monitoring: Peer Facilitators, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: At-Risk (Pgm 24) - State Compensatory Funds - \$3,774 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year participation, LLI reports, iStation reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers, Paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Salary - Title One Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$46,714 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide additional support to parents of at-risk students. Strategy's Expected Result/Impact: Conference logs, Agendas, Sign-in sheets, ACE parent events Staff Responsible for Monitoring: Counselor/Parent Coordinator, ACE Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Salary - Title One Counselor/Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$17,641 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support LEP students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE reports, Intervention reports, Grade reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Extended Day - 199 - General Fund - \$5,600 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Offer the Texas ACE program after school to selected students in 2nd-4th grade, to improve student attendance, behavior, and academics and to provide supplemental enrichment activities aligned with the regular academic program. Strategy's Expected Result/Impact: AWARE reports, Grade reports, STAAR results, Intentional Activity Development packet, Rating by outside evaluator Staff Responsible for Monitoring: ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: 21st CCLC Grant - 21st CCLC Grant - \$77,517 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, School budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Title III Supplemental - 263 - Title III A - Bilingual Education, Language - \$3,320 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$5,241 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, Safety drill logs Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Agendas, Sign-in sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Character Education programs. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, School calendar Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselor, Intervention Team, LSSP, District Behavior Response Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Grade reports, intervention reports, agendas, sign-in sheets

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, Flyers Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Parent Education Opportunities for coordinated school health. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Health Safety Advisory Committee, ACE program coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: Grade reports, Progress reports, Report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and/or content-appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Title I Dyslexia/Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$79,742 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Nurse, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.
















Performance Objective 12: During the current school year, the campus will collaboratively work with the district Special Education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.








Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine Special Education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for Special Education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by: (1) using data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress; (2) ensuring ARD documents clearly delineate the need for STAAR-Alt (i.e. PLAFF's, IEPS, deliberations) and/or planned accommodations; and (3) utilizing district/state-required STAAR-Alt Participation forms. Strategy's Expected Result/Impact: STAAR-Alt Participation forms Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign-in sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure that students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, Sign-in sheets, Eduphoria reports, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Spec Ed (Pgm 23) - 199 - General Fund - \$1,533 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus will include Special Education teachers in training regarding dyslexia and related disorders. Strategy's Expected Result/Impact: Agendas, Sign-in sheets, Eduphoria reports Staff Responsible for Monitoring: District Special Programs/504 Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss a plan for accelerated instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrator, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer required iStation assessments. Strategy's Expected Result/Impact: Agendas, Sign-in sheets Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom." Strategy's Expected Result/Impact: District Technology Plan, Campus budget, Inventory records Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: T-TESS, Lesson plans Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, School-wide activities, Broadcast Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, Campus calendars, Announcements Staff Responsible for Monitoring: Campus Administrators, Counselor, ACE Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology-rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Day information and College Week involvement

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Eduphoria lesson plans, ACE after-school program Staff Responsible for Monitoring: Teachers, ACE Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Eduphoria lesson plans, Career Day schedule, ACE after-school program Staff Responsible for Monitoring: Counselor, Teachers, ACE Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified, and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, Job Fair documentation, and Staff development logs

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentoring and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, Stipends, Staff development sessions, Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports showing an increased number of staff participating in leadership and mentoring training Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Campus staff development plan, Eduphoria lesson plans, Walkthrough documentation | Formative | | |
| | Mar | June | Aug |







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|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Plan4Learning (paid) - 211 - Title 1 A - Economically Disadvantaged Study - \$536 |  |  |  |
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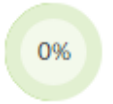


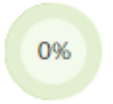

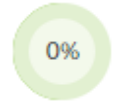
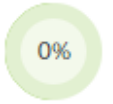

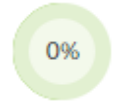







Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parent workshop agendas and sign-in sheets, Parent volunteer logs, Calendars

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, ACE after-school program Staff Responsible for Monitoring: Counselor, Teachers, ACE Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, Parent logs, ACE after-school program Staff Responsible for Monitoring: Counselor, ACE Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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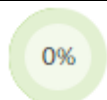
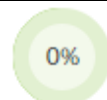










| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, sign-in sheets, flyers Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, including online resources and eBooks. Strategy's Expected Result/Impact: Sign-in sheets, Agendas, ACE after-school program Staff Responsible for Monitoring: Librarian, Peer Facilitators, ACE Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the campus website. Strategy's Expected Result/Impact: Website usage data Staff Responsible for Monitoring: Campus Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR data. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Additional Targeted Support Strategy Funding Sources: Title I Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,669 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, Donation reports

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Flyers, Donations, Community service projects Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students (Student Council, Service Club, etc.). Strategy's Expected Result/Impact: Meeting agendas, Sign-in sheets, Student organizations' rosters Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.) Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers, Paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to school staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, Reduction in office referrals Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement an age-appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: The campus will sustain a focus on safety for all students and staff as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Annual accident reports

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Eduphoria reports, Crisis drill logs, Agendas, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Campus field trip protocols, Nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for staff to attend the district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports, Nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation plans and safety drills including a reunification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation plan Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in patriotism and volunteerism

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Pomeroy Elementary
2020-2021 Formative Review



Mission Statement

Pomeroy Elementary develops students that are socially, emotionally, and academically prepared to be successful leaders.

Vision

Be a leader. Show Panther P.R.I.D.E.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.


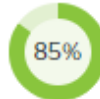









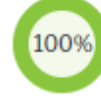
Targeted or ESF High Priority














Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff, ACE after school staff Staff Responsible for Monitoring: Administrators, ACE coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades PK-4 Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Admin, ICs, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: BFU / Overtime / Fixed - 199 - General Fund - \$66,808 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of Curriculum and rigor and relevance standards Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Admin, ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 Peer Facilitator/Teacher - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$237,018 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: PFs, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: ICs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS. Strategy's Expected Result/Impact: Lesson Plan in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Science Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Use on-line data bases, ebooks, books, and other resources for specific TEKS Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, ICs, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Implement research based strategies, such as the Big Eight, on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Campus instructional funds - 211 - Title 1 A - Economically Disadvantaged Study - \$28,081, Supplies - School Improvement Grant - 6399 - \$15,554.99 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, Eduphoria staff development logs, student grades, and intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, ICs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: ICs, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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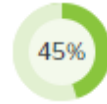









Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, agenda Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators and ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, ICs, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff development plan, agendas, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of student with designated supports Staff Responsible for Monitoring: DAIT, campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels Strategy's Expected Result/Impact: WRAP assessment reports, lesson plans in Eduphoria, Istation reports and LLI Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide library books and on-line resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Funding Sources: Library Books - School Improvement Grant - 6328 - \$10,000 | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of students participating in the district-wide G/T showcase Staff Responsible for Monitoring: G/T coordinator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: - 428 - G/T Performance Standards - \$2,673 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: T-TESS goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports Staff Responsible for Monitoring: Campus Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: Campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, LLI and Istation reports Staff Responsible for Monitoring: ICs, intervention team, teachers, ACE coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: At Risk - State Compensatory Funds - \$6,053 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended day/year participation along with LLI and Istation reports Staff Responsible for Monitoring: Campus administrators, ICs, teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: ACE Program - 21st CCLC Grant - \$54,827, Tutorials - After school - School Improvement Grant - 6118 - \$28,000, Extended Day - Extended Day/Tutorial - \$7,630, Title 1 Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$79,628, Part time or Temp Employee - School Improvement Grant - 6126 - \$7,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Conference logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$97,659 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Campus LPAC administrator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and State Assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Funding Sources: Title 3 bilingual - 263 - Title III A - Bilingual Education, Language - 263 - \$4,324 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Funding Sources: Bil/ESL - 199 - General Fund - \$10,005 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers, ACE staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Teachers Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plans, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis / MERT Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Character Education programs Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to

mastery of student expectations.

Evaluation Data Sources: Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district-wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Office Clerks - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$27,977 | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: 2) Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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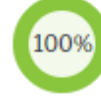
Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.













Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.











Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: esped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: esped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: agenda, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR and STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms Strategy's Expected Result/Impact: STAAR and STAAR ALT Participation Requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Campus will work with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Funding Sources: Special Ed - 199 - General Fund - 199 - \$1,714 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: esped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy | Formative | | |
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Goal 1: I. We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the istation assessments that are required. Strategy's Expected Result/Impact: agendas/sign in sheets Staff Responsible for Monitoring: ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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



| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Funding Sources: Technology - School Improvement Grant - 6399 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher TTESS, teacher and campus , lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, ICs, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report, Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Funding Sources: Computer Tables - School Improvement Grant - 6398 | Formative | | |
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Goal 2: II. We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on the EOY Survey

Summative Evaluation: Met Objective

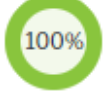


| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher TTESS, Eduphoria reports, Pasadena Technology Competency, lesson plans in Eduphoria Staff Responsible for Monitoring: Campus administrators, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: Inventory report, campus budget Staff Responsible for Monitoring: Campus administrators, technology liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy | Formative | | |
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Goal 2: II. We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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Goal 2: II. We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement.

Summative Evaluation: Met Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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Goal 3: III. We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, job fair documentation, staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports for leadership/mentoring staff development Staff Responsible for Monitoring: Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Campus staff development plan, lesson plans, walkthroughs Staff Responsible for Monitoring: Campus administrators, ICs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning - Comprehensive Support Strategy Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$537 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Peer Observation Opportunities Strategy's Expected Result/Impact: Best practices shared among different teachers, and grade levels impacting student achievement Staff Responsible for Monitoring: ICs, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
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Goal 4: IV. We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders






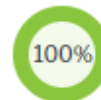







Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Parent Coordinator, Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Parent logs, agendas, sign in sheets Staff Responsible for Monitoring: Parent Coordinator, Counselor, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: DAITS Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, on-line resources, and eBooks Strategy's Expected Result/Impact: Agenda, sign in logs Staff Responsible for Monitoring: Parent Coordinator, Librarian, ICs, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, instructional resource usage logs Staff Responsible for Monitoring: Technology liaison, librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide instructional resources for parents to utilize at home with their children. Strategy's Expected Result/Impact: Agendas, sign in sheets, on-line resources usage logs Staff Responsible for Monitoring: Counselor, technology liaison, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Title 1 Parent component - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$4,956 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data. Strategy's Expected Result/Impact: Agendas/sign in logs Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Agendas, sign in sheets, flyers Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Title 1 Parent - 211 - Title 1 A - Economically Disadvantaged Study - \$4,956 | Formative | | |
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Goal 4: IV. We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (Safety Patrol, School Helpers, etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organizations' rosters Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See to Succeed program Strategy's Expected Result/Impact: Number of students participating and receiving eye services Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.














Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student

learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, counselor, teachers, paraprofessional Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create campus safety crisis management plans, including safety drills Strategy's Expected Result/Impact: Safety drill log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide training and implement effective strategies through Safe and Civil Schools into reduce inappropriate behavior. Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities to attend Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide ongoing training for crisis management. Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish protocols for safety procedures at field trips. Strategy's Expected Result/Impact: Campus field trip protocols, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide support for student and staff participation in service learning opportunities. Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Queens Intermediate

2020-2021 Formative Review



Mission Statement

Queens Intermediate School is dedicated to providing a safe, positive learning environment in which all students, parents, teachers and administrators are responsible for the academic, social and individual student achievement necessary to develop the skills needed for each student to become a productive, contributing citizen of our community.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.







Performance Objective 1: By June 2021, ALL STUDENTS will demonstrate an increase from 42 percent to 47 percent in the "MEETS" standard category of Reading STAAR and show progress in Reading on Map testing results. Accountability Area Targeted: State Accountability










Targeted or ESF High Priority










Evaluation Data Sources: STAAR results




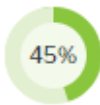
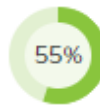
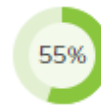

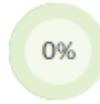
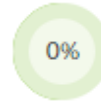




Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives will target listening, speaking, reading, and writing to support academic language acquisition while using a specific research-based strategy. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: walkthrough data, lesson plans Staff Responsible for Monitoring: Administrators, teachers, ELAR Content Specialist, and ELAR Academic coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We use assessment data and targeted walk-through criteria including foundational language to create instructional opportunities within the classroom setting to provide differentiated learning. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Walkthroughs, lesson plans, CCS Coaching Notebook Staff Responsible for Monitoring: Teachers, ELAR Content Specialist, ELAR Academic coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: We will analyze previous STAAR results, Map testing data, and other benchmark data to ensure that students are receiving instruction based on needs, accommodations, and assessed on the appropriate STAAR Test. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11) (12), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: STAAR Data, Benchmark Results, CBA data, LPAC minutes, CCS Coaching Notebook Staff Responsible for Monitoring: Administrators, Teachers, LPAC committee, ELAR content specialist, ELAR Academic Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We will provide extended day opportunities, 90 minute tutorials (before and after school), and supplies and materials for All Students, with a focus on Tier 2, Tier 3, and recent immigrants, who scored below "MEETS" on STAAR 2018. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: attendance logs, STAAR results for participating students Staff Responsible for Monitoring: Administrators, teachers, CLT, Intervention teacher, 21st Century Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Pays for supplies, materials, and staff for extended day, and Saturday camps. - Extended Day/Tutorial - 199 - \$4,340 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Collaborative meetings with the ELAR teachers, the ELAR academic coach, and District ELAR Specialist occur on a monthly basis to discuss progress on reading The Writing Revolution to incorporate writing into reading, and develop Read-Alouds in 7th grade writing class to build background/supports. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Meeting Agendas, sign-in sheets from meeting Staff Responsible for Monitoring: Teachers, ELAR Academic Coach, and administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Cost of Literacy programs, materials, and supplies. - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: We will create and build a leveled library to accommodate various reading levels when scaffolding and differentiating classroom instruction, with an emphasis on reading logs and a campus-wide reading program using ReadSquared to increase student independent reading. TEC\00c3\0082\00c2\00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: observations, STAAR results, leveled literacy testing software, progress monitoring Staff Responsible for Monitoring: Administrators, teachers, ELAR content specialist, ELAR Academic Coach, dyslexia specialist TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Pay for additional resources for our Literacy program and Library. - 199 - General Fund - \$3,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: All Students (with a focus on Tier 2 and Tier 3) will receive additional supports in an intervention classes, with academic supports and materials necessary to make them successful on common assessments, Mock test, Map testing, and STAAR. (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: STAAR Results Staff Responsible for Monitoring: All ELAR certified teachers and staff, and ELAR AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Twice weekly, Professional Learning Communities will be implemented to discuss and align curriculum, assess student needs using data, share resources, and use the four questions in planning rigorous lessons to improve student achievement. (SG-WRI, READ, SS, ESL, SPED). Strategy's Expected Result/Impact: STAAR results, CBA data, sign in sheets, lesson plans, team meeting agenda/ notes, and CCS district logs. Staff Responsible for Monitoring: All ELAR certified teachers and staff, and ELAR AP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: The campus frequently uses the assistance of District Specialists in ELAR to review lesson plans, participate and provide feedback on target walk-throughs, and analyze data to support teachers, assess student needs, share resources, and develop ideas to improve student achievement. Strategy's Expected Result/Impact: STAAR results, CBA data, lesson plans, Specialist agenda/ notes, and CCS district logs. Staff Responsible for Monitoring: District Specialists for SPED, ELAR, ESL; Administrators; ELAR CCS; ELAR Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: The campus will ensure that all teachers are ESL/SIOP trained in the best instructional strategies for addressing ESL students, and additional professional development for addressing ESL students' needs. Strategy's Expected Result/Impact: certificates of completion Staff Responsible for Monitoring: Administrators and ELAR Academic Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Pay for training for teachers and resources for students that are EL. - 199 - General Fund - \$500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: The campus will make a commitment to field trips and experiences that build cultural capital: 7th grade TAME Trailblazer science and engineering visit to campus; 8th PreAP ELAR to Holocaust Museum Houston; Connect program students to Lonestar Flight Museum. Strategy's Expected Result/Impact: field trips, cultural capital for students Staff Responsible for Monitoring: Administrators, ELAR CCS, Teachers, ELAR Academic Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.

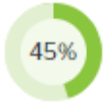

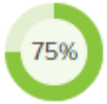



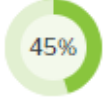


Performance Objective 2: By June 2021, ALL STUDENTS will demonstrate an increase from 41 percent to 46 percent in the "MEETS" standard category of Math STAAR and show progress in Math on Map testing results. Accountability Area Targeted: State Accountability







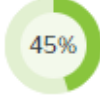


Targeted or ESF High Priority














Evaluation Data Sources: STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will post specific math content and math objectives aligned with the district scope and sequence. Math objectives will target vocabulary and academic language while using a specific research-based strategy. TEC39.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: walkthrough data, lesson plans Staff Responsible for Monitoring: Administrators, teachers, Math Content Specialist, and Math Academic Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We use Map testing and common assessment data along with targeted walk-throughs to create instructional opportunities within the classroom setting to provide immediate direct feedback to students, checks for understanding, and differentiated learning with a focus on small grouping. TEC39.106(b)(10), Strategy's Expected Result/Impact: Walkthroughs, lesson plans, Coaching Notebook Staff Responsible for Monitoring: Teachers, Math academic coach, Math CCS TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: We will analyze previous STAAR results, Map testing data, and other benchmark data to ensure that students are receiving instruction based on needs, accommodations, and that students are assessed on the appropriate STAAR Test. Strategy's Expected Result/Impact: STAAR Data, Benchmark Results, CBA data, LPAC minutes, CCS Coaching Notebook Staff Responsible for Monitoring: Administrators, Teachers, LPAC committee, Math Content Specialist, and Math Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: We will provide extended day opportunities, 90 minute tutorials (before and after school), and supplies and materials for All Students, with a focus on Tier 2, Tier 3, and recent immigrants, who scored below "MEETS" on STAAR 2018. TEC\00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: attendance logs, STAAR results for participating students Staff Responsible for Monitoring: Administrators, teachers, CLT, Intervention teacher, 21st Century Staff TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Pays for supplies, materials, and staff for extended day, and Saturday camps. - Extended Day/Tutorial - 199 - \$4,500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All Students (with a focus on Tier 2 and Tier 3) will receive additional time and supports in an intervention class, with academic supports and materials necessary to make them successful on common assessments, Mock test, Map testing, and STAAR. Strategy's Expected Result/Impact: STAAR, Mock, and Map Results, walk-throughs Staff Responsible for Monitoring: teachers, MATH Academic coaches, TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Pay for resources/ supplies for our EL students and teachers. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Twice weekly, Professional Learning Communities will be implemented to discuss and align curriculum, assess student needs using data, share resources, and use the four questions in planning rigorous lessons to improve student achievement. (SG-WRI, READ, SS, ESL, SPED). Strategy's Expected Result/Impact: STAAR results, CBA data, sign in sheets, lesson plans, team meeting agenda/ notes, and CCS district logs. Staff Responsible for Monitoring: All certified personnel in Math and Administrators TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: The campus frequently uses the assistance of District Specialists in Math to review lesson plans, participate and provide feedback on target walk-throughs, and analyze data to support teachers, assess student needs, share resources, and develop ideas to improve student achievement. Strategy's Expected Result/Impact: STAAR results, CBA data, lesson plans, Specialist agenda/ notes, and CCS district logs. Staff Responsible for Monitoring: District Specialists for SPED, Math, and Administrators; Math CCS; Math Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: The campus will ensure that all teachers are ESL/SIOP trained in the best instructional strategies for addressing ESL students in Math. Strategy's Expected Result/Impact: certificates of completion Staff Responsible for Monitoring: Administrators, Academic Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Pay for training for teachers and resources for students that are EL. - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: All Math Teachers will read, discuss, and complete reflections for a book study on "5 Practices for Orchestrating Productive Mathematics Discussions." Strategy's Expected Result/Impact: Written reflection, walk-throughs Staff Responsible for Monitoring: Math teachers, Math Academic Coach TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.

Performance Objective 3: By June 2021, All Students component score in Student Success will increase by six percentage points on the STAAR with a focus of increasing scores in all performance levels. Accountability Area Targeted: Federal Accountability (ATS): State Accountability. Accountability Area

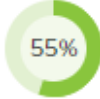





Targeted: Federal Accountability (ATS)










Targeted or ESF High Priority










Evaluation Data Sources: STAAR Data










Summative Evaluation: Some progress made toward meeting Objective











Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus will utilize Bloom's Taxonomy, Eduphoria resources, data heat maps, district Google Classroom curriculum, and district specialists during team and individual lesson planning in order to ensure that instructional and assessment practices are closely aligned with the TEKS. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), Strategy's Expected Result/Impact: walkthroughs, lesson plans Staff Responsible for Monitoring: Administrators, Department Heads, ELAR/ Math CCS, and Academic Coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will implement school-wide research based strategies to support student learning, such as teachers using SIOP strategies, attention signals, frequently checking for understanding, students speaking in complete sentences, randomization, use of academic vocabulary word walls, and Specially Designed Instruction. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans, Observations, PLC notes Staff Responsible for Monitoring: Administrators, Department Heads, ELAR CCS, Academic Coaches, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will post student expectations and language objectives daily as guided by the district scope and sequence; assessments will be aligned to the content and cognitive levels of objectives. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Walkthroughs, lesson plans, observations Staff Responsible for Monitoring: Teachers, Administrators, PF's TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will participate in twice weekly campus PLC meetings and district focus meetings to align curriculum, assess student needs, and share resources and ideas to support student achievement. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(10), Strategy's Expected Result/Impact: Team Meeting Agendas/ Notes, sign-in sheets Staff Responsible for Monitoring: Teachers, Administrators, Peer facilitators, ELAR CCS TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The campus will administer Curriculum Based Assessments and teacher made assessments and disaggregate data to measure student progress, assign data based tutorials, and adjust instructional techniques and objectives. TEC\u00c3\u0082\u00c2\u00a739.106(b)(10),(SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Assessment Results and reports Staff Responsible for Monitoring: Administrators, Academic Coaches, teachers, ELAR and Math CCS TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Personnel, training, and supplies are allocated to ensure that our at-risk students are successful. TEC\00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: STAAR Results, formative assessments, and grades Staff Responsible for Monitoring: administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy Funding Sources: Pay for supplies and training for teachers who work with At-risk. - 199 - General Fund - 199 - \$3,572 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Teachers, Academic coaches, instructional aides, and support personnel will provide students with supplies and meaningful instruction rooted in various training about research based activities in order to better prepare our students. TEC\00c3\u0083\u0083\u00c3\u00a2\u0080\u009a\u00c3\u0083\u0082\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: STAAR Results, formative assessments, and grades Staff Responsible for Monitoring: Administration TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Pay for research materials and resources for teachers who support At-risk students - 263 - Title III A - Bilingual Education, Language - 6399 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Teachers will meet monthly by subject to plan lessons and interventions based on SEs. (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Walkthroughs and attendance of interventions, CCS district log Staff Responsible for Monitoring: Principals, Department Chairs, CCS TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Staff overtime will be utilized in areas of need to support campus goals and student achievement. Strategy's Expected Result/Impact: Assessments. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Pay for overtime for staff that work with students and complete duties. - 199 - General Fund - \$8,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: We have created Reading and Math intervention classes for all students that is used for remediation to focus on Readiness and Supporting standards that support ALL students. Strategy's Expected Result/Impact: Walkthroughs, observations, common assessments, CBAs Staff Responsible for Monitoring: Academic coaches, Administrators, elective teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: We have created additional periods for reading that will be implemented by the Reading Intervention teacher and dyslexia teachers to focus on Readiness and Supporting standards that support ALL students. Strategy's Expected Result/Impact: walkthroughs, observations, common assessments, CBAs Staff Responsible for Monitoring: Academic coaches, Dyslexia and AVID teacher TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Academic coaches and teachers will visit other campuses with similar populations to see what they are doing to meet their students' need and determine if those actions can be replicated here. Strategy's Expected Result/Impact: walkthroughs, observations, visits Staff Responsible for Monitoring: Academic coaches, CCSs, teachers TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: We have created additional elective classes for Reading and Math that is used for remediation to focus on Readiness and Supporting standards that supports ALL students. Strategy's Expected Result/Impact: walkthroughs, observations, common assessments, CBAs Staff Responsible for Monitoring: Teachers, elective teacher, academic coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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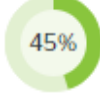


Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.




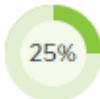









Performance Objective 4: By June 2021, Hispanic students' component score in the Student Success will increase by five percentage points on the STAAR with a focus of increasing scores in all performance levels . Accountability Area Targeted: Federal Accountability (ATS): State Accountability . Accountability Area Targeted: Federal Accountability (ATS)

Evaluation Data Sources: State of Texas Assessment of Academic Readiness Summary Report; TEA Accountability Summary

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: All ELAR teachers will gain ESL certification by May 2021. (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: 100% of all ELAR teachers have ESL certification. Staff Responsible for Monitoring: Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will participate in PLC meetings twice weekly to align curriculum, assess student needs, and share resources, supplies and ideas to improve student achievement including SE targeted interventions for students. (SG-WRI, READ, SS, ESL, SPED). Strategy's Expected Result/Impact: Team meeting agendas/notes, sign-in sheet, artifacts, and lesson plans Staff Responsible for Monitoring: Administration, Department chairs, ELAR/ Math CCS, all Academic coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus will use research-based high yield strategies such as Big 8 Literacy Strategies, 7 Steps to a Language Rich Classroom strategies, SIOP, Specially Designed Instruction, TRTW, ABC Writing, formal writing assessments, and interactive vocabulary word walls to promote a rigorous writing program in support of student learning. (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: CBA data, formative assessment data, observations, grade book checks, etc. Staff Responsible for Monitoring: All Teachers, Assistant Principals, and Principals, Content Specialist, and Peer Facilitators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Pay for resources/ licenses and materials for Literacy - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$14,791 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: The campus will provide supplies for ESL teachers and testing materials for the ESL clerk to support student achievement and performance. Staff Responsible for Monitoring: Teachers, clerk, administration TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Pay resources/ supplies for EL students and teachers - 263 - Title III A - Bilingual Education, Language - 199 - \$2,665 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All teachers will receive SIOP training during Focus training and throughout the 2020-2021 school year. Strategy's Expected Result/Impact: Professional development, walkthroughs, observations Staff Responsible for Monitoring: Administration, Academic coaches TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: We will provide small group guided reading from our Dyslexia teachers that will support beginning and emergent readers. Strategy's Expected Result/Impact: walkthroughs, observations, CBA results Staff Responsible for Monitoring: Dyslexia teacher TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.










Performance Objective 5: By June 2021, the percentage of Special Education Students in all subject with the performance level of "Approaches" will increase by five percentage points . Accountability Area Targeted: State Accountability













Evaluation Data Sources: STAAR Results









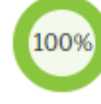




Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Identified Special Education students will participate in Dream Box, Literably, Specially Designed Instruction lessons, and tutoring sessions in order to identify strengths and weaknesses and facilitate growth in those areas in preparation for STAAR. TEC\00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Software Reports CBA data Formative assessment data ISIP Istation\Progress monitoring Staff Responsible for Monitoring: Sp. Ed. Teachers, administrators, all teachers, peer facilitators, content specialist, and campus leadership team members. TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will work collaboratively with the District Sp. Ed. office to ensure compliance with Texas Behavior Support Initiative requirements and Restraint training. TEC\00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Certificates of Completion Staff Responsible for Monitoring: Administrators, LSSP, BSS teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus will follow district procedures regarding parental request for special education evaluations. TEC\00c3\u0082\u00c2\u00a739.106(b)(8) Strategy's Expected Result/Impact: Parent communication Staff Responsible for Monitoring: Case Managers, LSSP, Administrators, Counselors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: The campus will work collaboratively with district offices to document the appropriate State Assessment Decision-Making Process for students with disabilities by: 1.) use of data from progress monitoring, CBA's, etc., to make determinations regarding state assessment and ensure progress; 2.) ensure ARD documents clearly delineate the need for STAAR Alt (ex. PLAFF's, IEP's deliberations) or STAAR online; and 3.) utilizing District/State required STAAR and STAAR Alternative Participation Requirement forms. TEC\00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: ARD minutes, District Documentation Spreadsheet Staff Responsible for Monitoring: Administrators, case managers, LSSP Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers and staff will provide Specific Designed Instruction, accommodations, personnel support, and materials to ensure students identified as special education are being successful. TEC\00c3\u0083\u00c6\u00c3\u00a2\u00e2\u0082\u00ac\u00c5\u00a1\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(10), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Exceed reports, Testing Rosters, Student Data Staff Responsible for Monitoring: Case Managers, LSSP, administrators Comprehensive Support Strategy Funding Sources: Pay for training for teachers and resources to assist teachers who work with students in SpEd. - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: The campus will work collaboratively with the District Special Education Office to ensure initial evaluations accurately determine special education eligibility and are completed within the required timelines. TEC\00c3\u0082\u00c2\u00a739.106(b)(2), (SG-SPED) Strategy's Expected Result/Impact: Software reports, ARD minutes Staff Responsible for Monitoring: Adminstrators, LSSP TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: The campus will review student data on an individual basis and consider least restrictive environment prior to placing students in a special education setting. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: ARD minutes, schedule of services, assessments, teacher input Staff Responsible for Monitoring: Administrators, LSSP, case managers, etc. Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: The campus will follow district policies to ensure students with disabilities have access to facilities. TEC\u00c3\u0082\u00c2\u00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Documentation in Agenda SBDM mtg. Staff Responsible for Monitoring: Administrators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: The campus will monitor Special Education students' successes through Skyward, AWARE, and Google Classroom, Unique, and assessments on a regular basis. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: Skyward, AWARE reports, teacher data Staff Responsible for Monitoring: case managers, teachers Comprehensive Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: All Special Education reading and math teachers will participate in Dream Box, Literably, and SDI, and receive in class support/feedback from district personnel during the school year.(SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: training certificates, reports, etc. Staff Responsible for Monitoring: Administrators and ELAR CCS Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: The campus will work with district specialists to collaborate on goals, lesson plans, instruction, and data to improve campus STAAR scores for special education populations. Strategy's Expected Result/Impact: PLC meeting agenda and notes, lesson plans, STAAR data Staff Responsible for Monitoring: District Specialist for SPED, Math, ELAR, science, and Social Studies Administrators, ELAR CCS, and PF Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: The campus will provide on-campus SPED professional development training about understanding SPED students, their accommodations, IEPs, implementing Specially Designed Instruction, and creating lesson plans that meet the needs of the SPED population. Strategy's Expected Result/Impact: STAAR scores, sign in of training Staff Responsible for Monitoring: District Specialist for SPED, Math, and Social Studies Administrators, ELAR CCS, and PF Dept. Head of SPED Funding Sources: pay for additional supplies/ resources for SpEd staff - 199 - General Fund - \$1,005 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: District specialists are creating a database of approved supplemental aids for instruction and testing for all students who qualify. Strategy's Expected Result/Impact: STAAR, CBAs, common assessments Staff Responsible for Monitoring: CCS, CCCs Comprehensive Support Strategy | Formative | | |
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Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.

Performance Objective 6: By June 2021, 100% of the students identified as gifted and talented will demonstrate "Masters" performance on the STAAR Math, Reading, Writing, Social Studies, and Science Tests. Accountability Area Targeted: State Accountability

Evaluation Data Sources: STAAR Results

Summative Evaluation: Some progress made toward meeting Objective

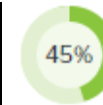
Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus will provide gifted and talented and/or PreAP classes to students identified as gifted and talented. TEC\00c3\0083\00c2\0082\00c3\0082\00c2\00a739.106(b)(8) Strategy's Expected Result/Impact: master schedule, student rosters Staff Responsible for Monitoring: counselor, administrators, teachers. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will provide students with the opportunity to participate in the Name that Book Competition, TWEENS READ, and Pentathlon. TEC\00c3\0082\00c2\00a739.106(b)(8) Strategy's Expected Result/Impact: student participation Staff Responsible for Monitoring: Librarian, READ department head, ELAR CCS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus will provide supplies and after school enrichment programs for students in areas of interest including, but not limited to, family activities, field trips, and Saturday activities (21st Century ACE). TEC\00c3\0082\00c2\00a739.106(b)(8), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: sign-in sheets, student work projects Staff Responsible for Monitoring: 21st Century personnel, administrators TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: pay for resources/supplies for teachers and students who are gifted and talented - 428 - G/T Performance Standards - 2109.00 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The campus will provide gifted and talented students enrichment opportunities and supplies in order to stretch learning and make them highly successful. TEC\00c2\00a739.106(b)(10) Strategy's Expected Result/Impact: STAAR Results | Formative | | |
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Staff Responsible for Monitoring: Administration, teachers

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Funding Sources: Pay for resources/ supplies for teachers and students who are gifted and talented. - 199 - General Fund



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.














Performance Objective 7: By June 2021, the average daily attendance (ADA) will be at least 97%. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: We will monitor daily attendance reporting to ensure accuracy in state reporting. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12) Strategy's Expected Result/Impact: Documentation of non-compliance, emails, etc Staff Responsible for Monitoring: Campus Attendance Administrator, Principals, Attendance Clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will call students who are absent two consecutive day. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12) Strategy's Expected Result/Impact: parent contact logs, etc. Staff Responsible for Monitoring: Teachers, Attendance Clerk, etc. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: We utilize automated phone system to contact parents when a child is absent. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12) Strategy's Expected Result/Impact: phone log Staff Responsible for Monitoring: attendance clerk TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We call and provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities. TEC\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12) Strategy's Expected Result/Impact: DA letters, Court Referral records Staff Responsible for Monitoring: Attendance clerk, Campus Attendance Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: We conference and provide counseling services to students that are experiencing attendance issues due to social or emotional reasons. TEC\u00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(7) (11)(12) Strategy's Expected Result/Impact: counseling logs Staff Responsible for Monitoring: Counselors, Administrators, Behavior Intervention Teacher TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




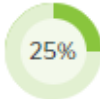







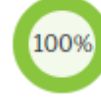
Goal 1: We will ensure that all students will have the necessary skills and knowledge through rigorous curriculum, effective instruction, STAAR results, and relevant learning experiences that will promote real life application.








Performance Objective 8: By June 2021, The Coordinated School Health Committee will plan and implement at least two activities that increase student and parent awareness of healthy living practices as measured by attendance and planned events. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Informational brochures, flyers, pamphlets

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue this goal because we were not able to take STARR due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students will participate in universal breakfast. TECA39.106(b)(7) (11)(12) Strategy's Expected Result/Impact: number of students participating in breakfast Staff Responsible for Monitoring: CSHC Committee, cafeteria manager, administrators ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: CSHC will meet four times a year to ensure that the interventions and actions from the CIP plan are being met and modified as necessary. TECA39.106(b)(8) Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: CSHC TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Nutritional information about common foods eaten by teens and some healthy alternatives will be placed in various locations in the cafeteria and updated periodically. TECA39.106(b)(8) Strategy's Expected Result/Impact: Samples Staff Responsible for Monitoring: CSHC TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will participate in physical activities during physical education such as learning and playing individual and team sports. TECA39.106(b)(8) Strategy's Expected Result/Impact: Fitness Gram Results and observations Staff Responsible for Monitoring: PE Teachers, CSHC ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Students will participate in physical education assessments including but not limited to fitness gram assessments. TECA39.106(b)(7) (11)(12) Strategy's Expected Result/Impact: test results Staff Responsible for Monitoring: PE Teachers, CSHC ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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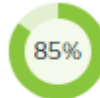

Goal 2: We will provide safe, supportive, engaging, and flexible learning environments, structures, and schedules that meet the needs of all 21st century learners.














Performance Objective 1: By June 2021, the campus will have provided information and created systems to eliminate incidents of bullying. Accountability Area Targeted: State Accountability

Evaluation Data Sources: PEIMS Data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: The campus will continue to train students on the affects of bullying and how to report such behavior. We will continue to use the current reporting system.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus with counselor support will provide an anti-bullying training session to all teachers and professional staff. TECA39.106(b)(8) Strategy's Expected Result/Impact: Agenda, sign-in sheets Staff Responsible for Monitoring: counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: The campus will continue the implementation of Safe and Civil Schools systems and CHAMPS by providing new teachers with training and posting expectations in common areas. TECA39.106(b)(8) Strategy's Expected Result/Impact: PEIMS Data, discipline referrals Staff Responsible for Monitoring: Administrators, teachers, TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus with counselor support will provide anti-bullying literature to parents through parent meetings and trainings. TECA39.106(b)(8) Strategy's Expected Result/Impact: Agenda, sign-in sheets Staff Responsible for Monitoring: Counselors TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The campus will utilize a school-wide anti-bullying reporting system (SAY Something). TEC\00c3\u0083\u00e2\u0080\u009a\u00c3\u0082\u00c2\u00a739.106(b)(8) Strategy's Expected Result/Impact: student use Staff Responsible for Monitoring: counselors and Administrators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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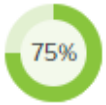




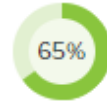
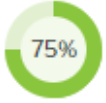






Goal 2: We will provide safe, supportive, engaging, and flexible learning environments, structures, and schedules that meet the needs of all 21st century learners.

Performance Objective 2: By June 2021, we will increase the amount of students participating in the 21st Century Program (ACE) that provides before and after school enrichment activities and homework assistance. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Program Evaluation and rosters

Summative Evaluation: Met Objective

Next Year's Recommendation: To continue to increase student involvement and to include more academic programs.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: ACE coordinator will provide a parent meeting to reveal different activities for students before and after school. Strategy's Expected Result/Impact: enrollment Staff Responsible for Monitoring: ACE and teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: ACE coordinators will collaborate with teachers and provide tutorials after school. Strategy's Expected Result/Impact: Tutorial logs Staff Responsible for Monitoring: teachers, ACE coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: ACE coordinator will present several Family activities to promote family involvement on campus. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: ACE coordinator and teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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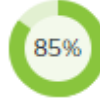






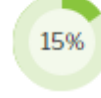




Goal 2: We will provide safe, supportive, engaging, and flexible learning environments, structures, and schedules that meet the needs of all 21st century learners.

Performance Objective 3: By June 2021, we will increase student awareness of college requirements and 21st century career options. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Artifacts from events, Kuder reports, etc.

Summative Evaluation: Met Objective

Next Year's Recommendation: To continue to raise student AND parent awareness of college requirements and entrance expectations.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: In the spring, counselors and the 7th grade English teachers will administer Kuder Career Interest Inventory to 7th grade students and utilize results in development of the 4 year plans. TEC39.106(b)(10) Strategy's Expected Result/Impact: Kuder Reports Staff Responsible for Monitoring: counselors TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The counselors and the AVID teachers will conduct college week activities to promote college awareness. Strategy's Expected Result/Impact: calendar Staff Responsible for Monitoring: Counselors/ AVID Teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Pay for supplies for college week activities - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The counselors and supporting staff will interview each 8th grader to determine their career choice which will impact their class selection for high school and college. Strategy's Expected Result/Impact: Skyward Staff Responsible for Monitoring: Counselors | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The campus will hold Endorsement Day to celebrate and recognize 8th grade students career selections that will impact high school and college courses. Strategy's Expected Result/Impact: students certificate with endorsement Staff Responsible for Monitoring: Counselors Funding Sources: - 199 - General Fund - 199 | Formative | | |
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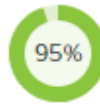





Goal 2: We will provide safe, supportive, engaging, and flexible learning environments, structures, and schedules that meet the needs of all 21st century learners.

Performance Objective 4: By June 2021, increase the effectiveness and attendance of tutorials (morning and after school tutorials, Saturdays, extended day, etc.) for all grade levels. Accountability Area Targeted: State Accountability

Evaluation Data Sources: STAAR Results

Summative Evaluation: Met Objective

Next Year's Recommendation: To continue to encourage students to attend tutorials by posting days and times the teacher is available. This information is posted on teachers' doors, facebook, and our website.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus staff (intervention team, counselors, administration, etc.) will meet both formally and informally with students regarding opportunities for academic support and tutorial options. Strategy's Expected Result/Impact: observations Staff Responsible for Monitoring: all certified personnel TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Connect students participate in 4th period intervention period and homeroom activities that focus on goal-setting, smart goals, habits of success, and contracts designed to help them identify areas of need for tutorials, etc. Strategy's Expected Result/Impact: agendas, observations, and sign in sheets Staff Responsible for Monitoring: Connect teachers and admin | Formative | | |
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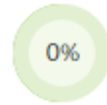


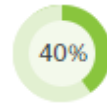







Goal 3: We will develop and promote 21st century career and college exploration and preparation programs for all students.

Performance Objective 1: By June 2021, we will increase student awareness of college readiness test, other college requirements, and 21st century career options. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Artifacts

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: The campus will continue to increase student and parent awareness of college readiness and preparation.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus Avid teachers and counselors will provide field trip opportunities to college and universities to all grade levels. TECA39.106(b)(8) Strategy's Expected Result/Impact: Rosters Staff Responsible for Monitoring: Counselors Avid teachers TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus and counselors will provide campus wide college and career fair experiences to all students. TECAAEAAaAaAa39.106(b)(8) Strategy's Expected Result/Impact: STAAR Results, Kuder Reports Staff Responsible for Monitoring: counselors TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The counselors will provide college week activities to expose students to information about attending college and taking the PSAT. TEC9.106(b)(8) Strategy's Expected Result/Impact: artifacts Staff Responsible for Monitoring: counselors TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.






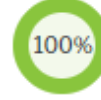





Performance Objective 1: By June 2021, 100% of our professional staff will participate in regular staff development training focused on campus initiatives and students needs as measured through walk-throughs, observations, and STARR results. Accountability Area Targeted: State Accountability








Evaluation Data Sources: Eduphoria (Strive) reports, Lesson Plans, AWARE, training sign-ins, certificates.

Summative Evaluation: Met Objective

Next Year's Recommendation: We will continue to provide PD to improve teacher instruction and student learning.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will actively participate in PLC meetings twice weekly to discuss instructional objectives and language objectives guided by district scope and sequence and analyze data based on common assessment and district CBAs. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: agendas, artifacts, and sign in sheets Staff Responsible for Monitoring: teachers, administrators, ELAR CCS TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 100% of core academic teachers will develop and complete lesson plans utilizing district resources that include campus instructional targets, student expectations from the scope and sequence. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: lesson plans Staff Responsible for Monitoring: Administrators, ELAR CCS, PF's, teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: An ELAR, Math/Science and Social Studies Academic Coach will provide support and coaching in the core areas. Academic Coaches will also periodically attend department and grade level meetings to provide instructional support, suggestions of resources, and to maintain overall focus on district curriculum guidelines. TEC\u00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: agendas, coaching notebook and artifacts, PLC notes, team leading meetings notes Staff Responsible for Monitoring: Administrators, Academic Coaches, ELAR CCS, Math CCS TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: New teachers will receive training in school-wide instructional strategies. TEC\00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5), (SG-WRI, READ, SS, ESL, SPED) Strategy's Expected Result/Impact: artifacts, agendas, new teacher meetings, observation, conferences with mentors, PFS, and administrators Staff Responsible for Monitoring: Mentors, Academic coaches, CCS, and administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: New teachers will receive a mentor. TEC\00c3\u0083\u00c2\u0082\u00c3\u0082\u00c2\u00a739.106(b)(1)(5) Strategy's Expected Result/Impact: roster, mentor meeting Staff Responsible for Monitoring: Administrators, teachers, and Academic Coaches TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: The campus will hire Title I instructional aides to provide student support in the classroom. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Pay for instructional aides. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$51,869.54 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The campus will hire three (ELAR, Math/Science and Social Studies) Academic Coaches to provide support for teachers and at-risk students. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Funding Sources: Pay for our three Academic coaches/PF to support teachers and students. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$148,378.74 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Queens utilizes a software system (Plan 4 Learning) for the Campus Improvement Plan. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Pay for Plan4 Learning system to maintain the Campus Improvement Plan. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$536.84 | Formative | | |
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Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.




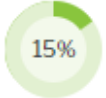






Performance Objective 1: By June 2021, Our Parent Coordinator will provide parent training, workshops, and family activities in order to increase parental engagement on campus and increase parental involvement by 10%. Accountability Area Targeted: State Accountability

Evaluation Data Sources: Sign-in Sheets at Parent events.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: We will continue to make parent engagement a major priority for our campus especially with the hiring of a Parent coordinator.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus will provide training and supplies for parents on various topics using our Parent Coordinator. (Title 1 School-wide Components). TEC39.106(b)(4) Strategy's Expected Result/Impact: sign-ins, artifacts. Staff Responsible for Monitoring: Administrators, Parent Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: Pay for training and supplies for parents classes on various topics. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$492.55 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will provide opportunities to discuss academic performance and expectations through parent conferences, Meet the Teacher, Hornet Holiday, Trunk and Treat, Open House nights, etc.. TEC 39.106(b)(4) Strategy's Expected Result/Impact: agenda, conference minutes, flyers, call-outs, sign in sheets, Staff Responsible for Monitoring: Administrators, teachers, TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: The campus will provide school-parent compacts from the district. TEC 39.106(b)(4) Strategy's Expected Result/Impact: example of a compact Staff Responsible for Monitoring: administrators, teachers, Academic Coaches TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The campus will host academic nights such as Family Literacy Night, Back to the Nest, Hornet Hype Day, and Family Dance. Strategy's Expected Result/Impact: sign-in sheets, call-outs, flyers, agendas. Staff Responsible for Monitoring: teachers, administrators, TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: Pay for activities, supplies, materials, resources for Parent and Family events. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$3,000 | Formative | | |
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Goal 6: We will ensure vital and ongoing relationships with our business and community partners.











Performance Objective 1: By June 2021, we will increase the number of community businesses and partnerships participating in college and career fair, mentor program, ACE program, other school activities by 10%. Accountability Area Targeted: State Accountability

Evaluation Data Sources: roster of participants

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue to communicate and create activities to involve the community.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus will recruit colleges and businesses to participate in Career Day or Community Night. TEC39.106(b)(4) Strategy's Expected Result/Impact: artifacts and flyers Staff Responsible for Monitoring: schoolwide personnel TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: The campus will seek and develop new partnerships with business and community that will provide resources and others supports for our students. TEC39.106(b)(4) Strategy's Expected Result/Impact: number of new participants Staff Responsible for Monitoring: schoolwide personnel TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus will continue to support and work with community organizations, and provide instructional materials to nearby apartment complexes for students Pre-K through 12th grade. TEC39.106(b)(4) Strategy's Expected Result/Impact: flyers for events, volunteer sign up sheets Staff Responsible for Monitoring: Administration, Parent Coordinator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.








Performance Objective 1: By June 2021, we will ensure that 100% of all learning environments are equipped with technology appropriate to the grade level, subject, curriculum, and needs of our students. Accountability Area Targeted: State Accountability

Evaluation Data Sources: observations and inventory records

Summative Evaluation: Met Objective

Next Year's Recommendation: We have every student and teachers with technical devices to facilitate instruction and learning.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The campus will ensure school-wide participation in the district 1:1 technology initiative which provides students with a personal student netbooks. (pending parent contract). Strategy's Expected Result/Impact: reports, inventory | Formative | | |
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| Staff Responsible for Monitoring: administration TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

Performance Objective 2: By June 2021, we will ensure that 100% of all students and staff have ready access to effective and efficient technology/application and support of those devices. Accountability Area Targeted: State Accountability

Evaluation Data Sources: observation ; inventory reports

Summative Evaluation: Exceeded Objective

Next Year's Recommendation: We will continue to purchase devices for teachers for instruction and ensure all student have devices for learning.

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: The campus and district utilizes resources to ensure core teachers have access and training to effectively implement components of technology applications such as Google Classroom, Dream Box, CONNECT, Literably, LAN School, STAAR on-line testing and Schoology in order to support for 1:1 implementation. TEC\u00c2\u00a739.106(b)(10) Strategy's Expected Result/Impact: observations, student projects, and technology surveys Staff Responsible for Monitoring: Administrators, teachers, tech liaisons, academic coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Pay for technology for teachers such as projectors, internet devices, and mouse. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.










Performance Objective 3: By June 2021, we will ensure that 100% of all faculty are utilizing virtual/technological formative assessments to support




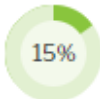






instructional needs and interventions. Accountability Area Targeted: State Accountability

Evaluation Data Sources: observations, walk-through reports, etc.

Summative Evaluation: Met Objective

Next Year's Recommendation: All teachers will be using technology and virtual instruction and assessment due to COVID-19.

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The campus and tech liaisons will provide access and training to teachers on 1:1 devices to be utilized in the classroom. TEC\00c3\0083\00c2\0082\00c3\0082\00c2\00a739.106(b)(1)(5) Strategy's Expected Result/Impact: observation, STAAR results, surveys Staff Responsible for Monitoring: Administrators and tech liaisons TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The campus will review data to match academic, technological supports, and resources to student needs during interventions and tutoring through Google Classroom, Schoology, Personalized Learning (CONNECT), Literably, Dream Box, and Rosetta Stone programs. EC\00c3\0083\00c2\0082\00c3\0082\00c2\00a739.106(b)(7) (11)(12) Strategy's Expected Result/Impact: Rosters, reports Staff Responsible for Monitoring: Administrators, Teachers, academic coaches, counselors TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The campus provides personalized learning through the CONNECT instructional model, wherein students receive curriculum through their 1:1 devices. Strategy's Expected Result/Impact: CONNECT data, STAAR results Staff Responsible for Monitoring: CONNECT Administrator, CONNECT Team leaders TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: CONNECT teachers are given an initial five day in-service and regular training on the use of the 1:1 device and the CONNECT curriculum. Strategy's Expected Result/Impact: STAAR results, T-TESS Staff Responsible for Monitoring: CONNECT Administrator, CONNECT Team leaders TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: CONNECT students will be provided enrichment activities and supplies to enhance students' learning and skills. Strategy's Expected Result/Impact: CONNECT data Staff Responsible for Monitoring: CONNECT teachers, Administrator, CONNECT Team leaders TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: Pays for enrichment activities and supplies for the CONNECT program. - 211 - Title 1 A - Economically Disadvantaged Study - 6399 - \$1,000 | Formative | | |
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Pasadena Independent School District
Rayburn High School
2020-2021 Formative Review



Mission Statement

We will provide an optimum learning environment in which students acquire the knowledge and skills necessary to become self-directed, responsible citizens who are college and career ready.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: SRHS faculty align district scope and sequence, instructional strategies, and campus assessments to the TEKS /College and Career Readiness Standards based instructional targets to ensure student success.

Evaluation Data Sources: State and district assessment data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: PLCs meet twice weekly to review lesson plans using the 4 PLC questions, ensuring scope and sequence alignment, aligned learning goals and activities, effective instructional strategies, effective questioning strategies, literacy strategies, and assessment. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals, , CCSs, Teachers Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Any student who fails an EOC test will be provided remediation: voluntary individual tutorials, LLI Reading Intervention, Texan Time, pull out reteach opportunities, extended day opportunities, and continual support during the school day in all classes. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All staff will attend FOCUS meetings/DWSD to learn appropriate instructional strategies and align lessons to district scope and sequence. Strategy's Expected Result/Impact: Meet or beat district average on district and state assessments Staff Responsible for Monitoring: Principal, Assistant Principals Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Teachers will integrate opportunities for students to conduct research, demonstrate creative thinking skills, and develop presentation skills through the use of technology. Strategy's Expected Result/Impact: Increased effective use of appropriate technology Staff Responsible for Monitoring: Principals, CCSs, Technology Team, Teachers | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Teachers across all content areas will implement reading and writing into their instruction, focusing on the types of literacy skills practitioners in their discipline would use in real world contexts.

Evaluation Data Sources: Walkthrough data, EOC scores, CBA data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will incorporate at least one research-based speaking and one research-based writing strategy in their instruction daily. Strategy's Expected Result/Impact: Walk Through Data Staff Responsible for Monitoring: Teachers, CCSs, and Principals Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will implement before, during, and after reading strategies to increase student engagement and build literacy skills. Strategy's Expected Result/Impact: Increased scores on ELA assessments Staff Responsible for Monitoring: SRHS Administration, Content Specialists, Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: General Supplies - State Compensatory Funds | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Students who scored minimum or below on the ELA End of Course assessment will be offered an opportunity to attend focused intervention on critical reading and writing skills necessary for success. Strategy's Expected Result/Impact: Increased scores on ELA Assessments Staff Responsible for Monitoring: Principals and Counselors Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Professional Learning Communities will meet at least 90 minutes per week to answer the four PLC questions, vet lessons, review/discuss effective instructional strategies, create team common assessments, and analyze data.

Evaluation Data Sources: PLC team created common formative and summative assessments, CBAs,

Summative Evaluation: Significant progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: PLCs will adjust instruction and instructional strategies to increase student success after analysis of CBAs, Mock STAAR, EOCs, and other formative and summative assessments. Strategy's Expected Result/Impact: Focused lesson planning and increased scores on formative and summative assessments; targeted intervention grouping Staff Responsible for Monitoring: Principals, Content Specialists, and Teachers Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: PLCs will analyze by student by standard data to drive instruction and intervention. Strategy's Expected Result/Impact: Increased student achievement Staff Responsible for Monitoring: Principals, Content Specialists, and Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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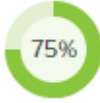




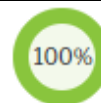

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 4: The percentage of students identified as special education students that achieve satisfactory academic performance on STAAR will be equal to or greater than the districts average.

Evaluation Data Sources: STAAR scores

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus has reviewed the previous year state assessment scores for each student with a disability to determine baseline data. Strategy's Expected Result/Impact: Campus leaders are familiar with our baseline starting point Staff Responsible for Monitoring: Principals, Case Managers, CCSs | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: For each SPED student who failed a STAAR test, develop an IPI strategically targeting a specific reporting category focused on an area that will most benefit the student. Strategy's Expected Result/Impact: Interventions will be targeted and provided based on documented need Staff Responsible for Monitoring: Principals and Diagnosticians | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement campus procedures for specifying STAAR assessment participation and accommodations within IEPs with fidelity. Strategy's Expected Result/Impact: Consistency in targeted supports for students and appropriate accommodations for testing Staff Responsible for Monitoring: Principals, Case Managers, LSSP, Diagnostician, and Counselors Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Campus will work with district personnel to draft targeted IEP goals and objectives. Strategy's Expected Result/Impact: Goals will be implemented with fidelity and student performance will improve in areas targeted by the goals/objectives Staff Responsible for Monitoring: Principals, Case Managers, District Specialists Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will implement decision-making process to determine which assessments each student will take each year for STAAR. Strategy's Expected Result/Impact: Appropriate assessment selection and better allocation of intervention resources Staff Responsible for Monitoring: Principals, Counselors, Case Managers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will ensure recommended accommodations/modifications are targeted & data-driven for each student. Strategy's Expected Result/Impact: Accommodations will be implemented with fidelity and student performance will improve. Staff Responsible for Monitoring: Principals, Counselors, Case Managers | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will monitor to ensure IEPs are implemented with fidelity & will make data-driven adjustments as necessary for student success. Strategy's Expected Result/Impact: Improved student performance and proper placement of students Staff Responsible for Monitoring: Principals, Teachers, Case Managers | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. (SG/Per-Reading SEI; Math SE; Science SE; SS SE) Strategy's Expected Result/Impact: Proper placement of students Staff Responsible for Monitoring: Principals, Counselors, LSSP, Diagnosticians, Case Managers Comprehensive Support Strategy | Formative | | |
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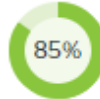




| Strategy 9 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 9: Provide Specially Designed Instruction (SDI) training to all special education and general education teachers in co-teach classrooms to maximize effectiveness of instruction and student support in SF classes. Strategy's Expected Result/Impact: Improved student performance Staff Responsible for Monitoring: Principals, District Staff Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Establish strategies and interventions to provide timely and effective additional assistance for all students not meeting state's standards. Particular focus on sub-groups and students identified as LEP, SPED, African American and White Non-Hispanic.

Evaluation Data Sources: Formative and Summative Assessments

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Limited English Proficient students will be provided opportunities and resources, during the school day, to use the Rosetta Stone, LLI, Edgenuity, dictionaries, and LUCHA programs to prepare them for success on STAAR assessments Strategy's Expected Result/Impact: Improved LEP scores Staff Responsible for Monitoring: Principals and ESOL teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Software - State Compensatory Funds | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will use assessment data and classroom observations to create small group instructional opportunities within the classroom setting to provide targeted instruction. Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Principals and Teachers Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Manipulatives - State Compensatory Funds | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will post specific content and language objectives aligned with the district scope and sequence. Language objectives and instruction will target listening, speaking, reading, and writing to support academic language acquisition. Strategy's Expected Result/Impact: Evidence of use in Walk Throughs and Lesson Plans Staff Responsible for Monitoring: Teachers and Principals Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: General Supplies - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All special population students will be scheduled to attend EOC tutorials before and after school and during assigned Texan Time. Tutorials will be based on areas of weakness as indicated formative and summative assessment. Targeted weaknesses will be addressed Strategy's Expected Result/Impact: Increased scores on CBA and state assessments Staff Responsible for Monitoring: Teachers and Principals Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: SRHS will provide opportunities for faculty and staff to communicate with students on college and career readiness.

Evaluation Data Sources: PSAT/SAT/TSIA data, graduation plan, course registration selection.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: PSAT/SAT test preparation lessons will be provided to Homeroom teachers to implement during Homeroom sessions prior to school-wide PSAT and SAT day. Strategy's Expected Result/Impact: Increased student understanding of the importance of college testing, as well as, benefits of the tests. Increase in PSAT/SAT participation and performance. Staff Responsible for Monitoring: SRHS Administration College Now Coordinator Funding Sources: Prep Materials - State Compensatory Funds | Formative | | |
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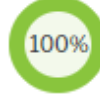
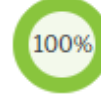




| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Use of Khan Academy test preparation and the College Board score linking tool in Math and English classes. Students will link their own PSAT results to their Khan Academy account. Strategy's Expected Result/Impact: Students will gain better understanding of PSAT/SAT test format and content. Students will gain access to personalized test prep for future administrations of the PSAT and SAT. Staff Responsible for Monitoring: SRHS Teachers, SRHS Administration, SRHS CCS | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: SRHS faculty and staff will promote post-secondary readiness and the college application process.

Evaluation Data Sources: Increase of students attending post-secondary programs

Summative Evaluation: Met Objective














| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The following programs and events will promote higher education and support students in the college exploration and application process: PISD College Week, PISD College Night, PSAT/ACT/SAT preparation and registration, College Application Weeks, Financial Aid Information Night, FAFSA Labs, Decision Day Celebration, AVID course offering, Houston Area Recruiters Network (HARN) SRHS College Fairs at lunch periods, SRHS Alumni College Panel Strategy's Expected Result/Impact: Increase in number of student applications to post-secondary schools and number of seniors who submit financial aid applications. Staff Responsible for Monitoring: SRHS Administration SRHS Counselors SRHS College Now Coordinator Advise TX College Advising Corp San Jacinto College Shared Educational Planner SRHS Advisory Teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: SRHS faculty and staff will promote career focused programs and activities to ensure that all students are career and world ready.

Evaluation Data Sources: Number of students participating in CTE programs and activities.

Summative Evaluation: Met Objective








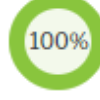
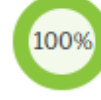
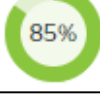
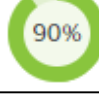

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Careers will be explored through ASVAB, Annual Elective Fair, and endorsement plan selections, and course selection. Strategy's Expected Result/Impact: Increased awareness of how endorsement program selection relates to career options and increased enrollment in CTE programs. Staff Responsible for Monitoring: SRHS Teachers SRHS Counselors | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Homeroom classes will offer lessons in which students link their PSAT results to College BoardAC/a!aC/s Big Future career exploration tools Strategy's Expected Result/Impact: Students will acquire a better understanding of career opportunities in their field of interest. Staff Responsible for Monitoring: SRHS Administration SRHS Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Career and Technology Education classes will host guest speakers from related career fields and/or provide career field experience. Strategy's Expected Result/Impact: Increased exposure to career options and expectations. Staff Responsible for Monitoring: SRHS Administration CTE Teachers | Formative | | |
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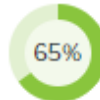







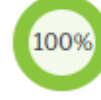


Goal 3: We will actively recruit, develop, and retain a highly qualified staff.











Performance Objective 1: SRHS leadership will ensure that all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: We will provide all teachers with regular training in instructional strategies which are tightly aligned to the TEKS/ELPS and meet the needs of all learners including Gifted and Talented, Limited English Proficient, Dyslexic, Special Education, Migrant, At-Risk, and all other special populations. Strategy's Expected Result/Impact: Increase Retention Rate and Develop Highly Qualified Personnel Staff Responsible for Monitoring: Principals, Campus Leaders Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Teachers - State Compensatory Funds, SIOP Facilitator - 263 - Title III A - Bilingual Education, Language , Content Specialists - 255 - Title II A - Improving Teacher & Principal Q, SIOP Aides, Lucha Aide - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will participate in staff development opportunities, data dis-aggregation, and school district initiatives. Strategy's Expected Result/Impact: Increase Retention Rate, Teacher Development, Improve Instruction Staff Responsible for Monitoring: Principals, Campus Leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue New Teacher Mentoring program to support both mentor teachers and teachers new to the profession. All new teachers will be assigned a mentor. Mentors will receive on-going staff development on mentoring and teacher instructional coaching. Strategy's Expected Result/Impact: Increased New Teacher Support, New Teacher Retention Staff Responsible for Monitoring: Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All core teachers with G/T students will be current regarding required G/T training. Strategy's Expected Result/Impact: Examples of differentiated instruction seen during classroom walk-throughs. Staff Responsible for Monitoring: Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: All core teachers with LEP students will be SIOP trained. (SG/Per-Reading ELL; Math ELL; SS ELL) Strategy's Expected Result/Impact: Improve CBA, EOC, Common Assessment, ACT, SAT, TSIA, and ASVAB Scores Staff Responsible for Monitoring: SIOP Peer Facilitator Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: All AP/Pre-AP teachers will be trained through Rice University's Advanced Placement Institute or NMSI every two years. Strategy's Expected Result/Impact: Walk-throughs, LTF exams, AP exams Staff Responsible for Monitoring: AP Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Hire and retain qualified teachers that fit the culture and climate of the campus. (Teacher in the bleachers, Shout outs, Spirit Days. Interview questions will be tailored to meet our campus needs/goals) Strategy's Expected Result/Impact: Proficient or above on Domain 3/4, Decrease Discipline, Improve Relationships Staff Responsible for Monitoring: Principals and Campus Leaders | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Interview prospective employees and follow up with detailed reference checks. Strategy's Expected Result/Impact: Reference Check Forms Staff Responsible for Monitoring: Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Quality walk-throughs Staff Responsible for Monitoring: Principals and Campus Leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 10: SRHS will utilize content specialists to facilitate staff development and coach instruction. Strategy's Expected Result/Impact: Walk-throughs, Observation Summaries, Performance Data Staff Responsible for Monitoring: Principals | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus Leadership will be committed to making every classroom conducive to the 21st century learner by providing training on classroom technology to faculty and staff(i.e. technology includes Promethean boards, document cameras, etc). Strategy's Expected Result/Impact: Increased effective use of appropriate technology Staff Responsible for Monitoring: Principals and Technology Team | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: SRHS leadership will increase staff and student participation involvement in decision making and goal setting to meet the needs of the campus.

Evaluation Data Sources: Meeting minutes with participants named and decisions recorded.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide a variety of opportunities for faculty and staff to be involved, get information, make suggestions, and give feedback in order to make informed decisions (i.e. faculty, department, grade level, and committee meetings). Opportunities should include discussions on assessment, behavior, student needs, climate and culture, and overall instructional program. Strategy's Expected Result/Impact: Improved survey and discipline report data, improved campus climate and culture Staff Responsible for Monitoring: All Stakeholders | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Ensure that appropriate staff members are represented in meetings and decision making committees in order to make informed decisions concerning all sub groups. Committees include Site Based Decision Making, Attendance and Safe and Civil Schools, Principals Student Advisory Committee, and other committees established as necessary. Strategy's Expected Result/Impact: Increased scores and success of students, students who are college, career, and military ready Staff Responsible for Monitoring: Campus Leaders and Teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










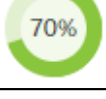
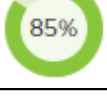
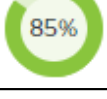




Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Increased Parent Involvement

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Each club or organization will provide opportunities for parental involvement, such as booster clubs, informational meetings, and other events. All events will be advertised to the community via social media, the school marquee and in the community newspaper. Strategy's Expected Result/Impact: Increased attendance at events and informational meetings Staff Responsible for Monitoring: Administrative Staff and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase opportunities and encourage parents to attend meetings (i.e. Open House, 504 mtgs, SPED ARD's, LEP transitions and LPAC, and conferences) and make a good faith effort to provide reasonable support (i.e. Spanish versions and alternate times) as requested. Increase communication and campus awareness (written, marquee signs, via phone systems, electronic media/websites and social media). Strategy's Expected Result/Impact: Increased Parental Involvement Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Ensure that all appropriate and relevant parent notifications go home in a timely manner. Ensure that good faith effort and to extent possible, that all communication and school information is sent in the appropriate home language. Strategy's Expected Result/Impact: Increased accessibility of information for parents Staff Responsible for Monitoring: SRHS Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: SRHS faculty and staff will initiate and maintain consistent contact with parents regarding their student's progress. This will be done through phone calls, emails, progress reports, report cards, Skyward Family Access, and home visits. Strategy's Expected Result/Impact: Increase communication to enable parents to be more informed of student progress/status Staff Responsible for Monitoring: SRHS Administration and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parents with information that can be utilized to monitor student progress including campus grading policy, Skyward Family Access, and the interpretation of test results. Strategy's Expected Result/Impact: Increase parent ability to monitor student progress and intervene as needed Staff Responsible for Monitoring: Campus Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Faculty and staff will provide evening informational workshops on topics related to academic, college and career readiness and other relevant topics. Strategy's Expected Result/Impact: Increase parent knowledge of aspects within academic readiness Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: SRHS faculty and staff will increase community and business partnerships through community outreach by students and staff members.

Evaluation Data Sources: Growth of community outreach by student organizations.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create and plan outreach such as; toy drives, food drives, and volunteerism. Connect with community organizations whose purpose aligns with campus efforts. Strategy's Expected Result/Impact: Rise in community projects Staff Responsible for Monitoring: Student Organizations Sponsors & SRHS Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Senior student participation in a community service project. Strategy's Expected Result/Impact: Increased student involvement. Staff Responsible for Monitoring: CTE Teachers and Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase student participation in mentoring programs with elementary schools such as Ready, Set, Teach and Junior Achievement. Strategy's Expected Result/Impact: Increased student participation Staff Responsible for Monitoring: CTE Teachers and Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Faculty will organize and provide opportunities for working professionals in varying fields to meet and have discussions with our students. Strategy's Expected Result/Impact: Increase in attendance of events. Staff Responsible for Monitoring: SRHS Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: School partnership will be established with Community in Schools to address student needs. Strategy's Expected Result/Impact: Partnership with Rotary Club with SRHS Staff Responsible for Monitoring: SRHS Administration | Formative | | |
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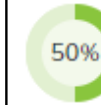


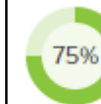
| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Community resource program will be established to support student needs through partnership with: Food Banks, CIS, and Salvation Army. Strategy's Expected Result/Impact: Increase partnerships with campus-based organizations and businesses Staff Responsible for Monitoring: Student Organization Sponsors and SRHS Administration | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: We will utilize PBIS strategies to create a safe environment that promotes positive learning relationships between teachers and students and improve school culture and climate.

Evaluation Data Sources: PBIS Discipline Report

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The safe and civil committee will meet monthly to evaluate data. Strategy's Expected Result/Impact: Decrease discipline referrals to increase seat time Staff Responsible for Monitoring: Safe and Civil Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use PBIS data to make informed decisions for future staff development Strategy's Expected Result/Impact: Quality professional development that aligns with campus needs Staff Responsible for Monitoring: Safe and Civil Committee, Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Offer various student incentives to improve attendance, discipline, and academic performance. Strategy's Expected Result/Impact: Improved attendance, discipline, and academic performance. Staff Responsible for Monitoring: SRHS Administration Funding Sources: Incentives - State Compensatory Funds | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



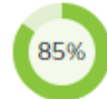







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: SRHS faculty and staff will teach and model citizenship and promote a sense of campus community for all students and staff.

Evaluation Data Sources: Increase attendance, decreased discipline referrals

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Establish PRIDE values that students and staff will be held to. Strategy's Expected Result/Impact: Higher attendance rate, lower discipline rate, more participation of students and staff Staff Responsible for Monitoring: SRHS Administration/Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teach character education lessons in homeroom introducing pride values. Strategy's Expected Result/Impact: Lower discipline rate Staff Responsible for Monitoring: SRHS Administration and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Encourage teacher and student involvement in academic and extracurricular activities, and clubs/organizations through 8th grade visits, parent nights, festivals, call outs, social media, open house, intermediate nights, sporting events, and award ceremonies. Strategy's Expected Result/Impact: Increased attendance rate Staff Responsible for Monitoring: SRHS Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4:)Promote teacher involvement through staff incentives such as teachers in the bleachers, jean days, and Texan shout-outs, Teachers in the Bleachers, and Teacher of the Week. Strategy's Expected Result/Impact: Higher attendance rate, lower discipline rate, higher teacher retention rate Staff Responsible for Monitoring: SRHS Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Staff members will integrate opportunities for students to demonstrate responsible use of technology including social media, digital textbooks, and online resources. Strategy's Expected Result/Impact: Increased effective use of appropriate technology Staff Responsible for Monitoring: Principals, Technology Team, Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: To ensure the physical well-being of SRHS faculty, staff and students, they will be given the opportunity to participate in wellness challenges and 100% of students receiving PE credit will participate in the Fitness Gram

Evaluation Data Sources: Fitness Gram, Employee Wellness Challenge Participation Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All non-PE teachers who teach a course in which PE credit can be earned will be trained in executing the exam and entering results annually. Ex. band District personnel and or campus coaching staff will conduct training. Strategy's Expected Result/Impact: Successful administration and 100% participation Staff Responsible for Monitoring: SRHS Administration | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Teachers will be given the opportunity to participate in all district Wellness challenges such as the Stress Less or Move More challenges. Strategy's Expected Result/Impact: Increased participation in wellness challenges Staff Responsible for Monitoring: SRHS Administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers and students will be encouraged to participate in at least one organized fitness activity per semester. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: SRHS Administration Funding Sources: Fitness Supplies - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.











Performance Objective 4: Develop a school counseling program that allows school counselors to meet student social, emotional needs by following TCA CREST application guidelines.

Evaluation Data Sources: TCA Crest Application

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Deliver regularly scheduled guidance lessons during homeroom time. Strategy's Expected Result/Impact: Teacher Surveys Staff Responsible for Monitoring: Counseling Team Funding Sources: Homeroom Lesson Supplies - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide targeted small group counseling during Texan Time. Strategy's Expected Result/Impact: Individual student data Staff Responsible for Monitoring: Counseling Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Review the counseling program goals and objectives to meet the needs of our campus through the advisory committee. Strategy's Expected Result/Impact: Monitoring and continuous improvement Staff Responsible for Monitoring: Advisory Committee, Lead Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Conduct weekly PLC meetings to evaluate counseling program goals and objectives. Strategy's Expected Result/Impact: Monitoring and movement toward goal mastery Staff Responsible for Monitoring: Counseling Team and Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide community resources and referrals through the Mental Health Festival. Strategy's Expected Result/Impact: Community awareness and access to mental health resources Staff Responsible for Monitoring: Counseling Team, CIS, Fall Festival Planning Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Collaborate with Communities in Schools to provide student responsive services. Strategy's Expected Result/Impact: Increase in student CIS participation Staff Responsible for Monitoring: CIS, Counseling Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide professional counseling services through Innovative Alternatives on campus. Strategy's Expected Result/Impact: Students meeting the goals of the treatment plan Staff Responsible for Monitoring: Counseling Team, CEO of Innovative Alternatives, District Counselor Specialist | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Staff training and professional development on social emotional learning. Strategy's Expected Result/Impact: Teachers make appropriate student referrals to the counselors Staff Responsible for Monitoring: Principal, Lead Counselor | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 5: We will work to become a trauma-informed school in which school personnel recognize traumatic stress in students and utilize strategies to guide them through stressful situations.

Evaluation Data Sources: Small group and discipline data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Counselors and assistant principals will become Level 1 Trauma-Certified educators. Strategy's Expected Result/Impact: Administrators will utilize strategies to provide students with coping skills resulting in improved academics and behavior. Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Red Bluff Elementary
2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- We will honor our country, our freedom and all those who protect and defend our constitutional rights
- Family and community profoundly influence decisions individual make
- Everyone has purpose, worth, and dignity with immeasurable potential
- Connecting with others and building positive, meaningful relationships is essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn
- Diversity adds value to all areas of life
- Change is inevitable for growth and success
- Each person is responsible and accountable for the choices he or she makes
- We must foster an environment of honesty and integrity

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals




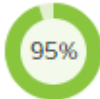
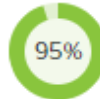





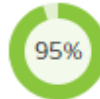



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.












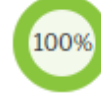
Performance Objective 1: During the current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.











Evaluation Data Sources: Walk through documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitoring curriculum implementation through campus walk throughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades PK to 4. Strategy's Expected Result/Impact: Lesson Plans, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: BFU - 199 - General Fund - 199 - \$37,370, Overtime from BFU - 199 - General Fund - 199 - \$1,010, Fixed from BFU - 199 - General Fund - 199 - \$1,752 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Peer Facilitators Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$158,551.29 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson Plan, PLC team planning, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data, gradebooks Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign-in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis, that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Teachers, Instructional Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$16,493.37, General Fund--At Risk - 199 - General Fund - 199 - \$2,955 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign-in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Campus Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 2: During the current year data disaggregation will drive the design of instruction and interventions as measured by at least 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, sign-in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, ELL, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets and agendas Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Using the data provided, develop quality instruction to move students forward in academic areas. Strategy's Expected Result/Impact: Lesson Plan, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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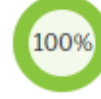
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 3: During the current year provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, district improvement plan, analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase understanding of the problem solving method and increase the rigor of questions. Strategy's Expected Result/Impact: Eduphoria reports, Sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Instructional Coaches, Teachers, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Allow time for consistent vertical, horizontal, and team planning as well as campus based staff development. Strategy's Expected Result/Impact: Staff Development plan, Sign-in sheets. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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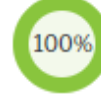
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 4: During the current year implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Lesson Plans, Campus Staff Developments, Walkthrough Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign-in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Accelerated Reading Program. Strategy's Expected Result/Impact: Accelerated Reading Reports Staff Responsible for Monitoring: Instructional Literacy Coach, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers, Librarian Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: F & P assessments reports, Lesson Plans, LLI and Soluciones data, MAP and I station reports Staff Responsible for Monitoring: Teachers Instructional Literacy Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development about reading strategies and curriculum. Strategy's Expected Result/Impact: Agendas, Sign in sheets, Eduphoria reports Staff Responsible for Monitoring: Instructional Literacy Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current year provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Lesson plans, GT inservice and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedure Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: G/T students will participate in Texas Performance Standards Project Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instruction by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: G/T program for identified students will be serviced in the classrooms. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT Money in BFU--Supplies, Camp Registration - 199 - General Fund - 199 - \$1,577 | Formative | | |
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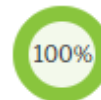







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state assessments.

Evaluation Data Sources: T-TESS Goals, Eduphoria Lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Skyward reports Staff Responsible for Monitoring: RTI--Intervention Committee, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Skyward reports, LLI and Soluciones data, Istation reports, and MAP data reports Staff Responsible for Monitoring: Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: State Comp General Supplies - State Compensatory Funds - 199 - \$2,455 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year participation Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$53,829.69, State Comp---Reading Materials - State Compensatory Funds - 199 - \$500 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide additional and individualized support to parents of at-risk students. Strategy's Expected Result/Impact: Conference Logs, Agendas, and Sign-in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title I Counselor/Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$18,031.07 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support ELL students at they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE, Intervention Reports, and Grade reports Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Extended Day - 199 - General Fund - 199 - \$4,850 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year all staff will to assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and State Assessment

Summative Evaluation: Significant progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with bilingual students working in Spanish. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual - 263 - Title III A - Bilingual Education, Language - 263 - \$1,930.25 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual Money from BFU - 199 - General Fund - 199 - \$3,070 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ELL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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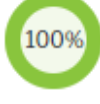






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselor, OLE Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Teachers Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, OLE Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, Safety Drill Logs Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline Reports, Sign-in Sheets Staff Responsible for Monitoring: Safe and Civil Team, OLE Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police, OLE Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, Behavior Improvement Plans Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP, District Behavior Response Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse, Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instructions Strategy's Expected Result/Impact: Fitnessgram on Plans Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Parent Education Opportunities for coordinated school health. Strategy's Expected Result/Impact: Sign-in Sheets, Agenda Staff Responsible for Monitoring: Campus Health Safety Advisory Committee, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current year the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grades reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans, Grade reports Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans, Grade reports Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use school and district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Homework folders, Newsletters Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Dyslexia/Intervention Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$78,318.49 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performane Report (TAPR), Attendance Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Attendance incentives will be utilized to recognize and promote outstanding attendance Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, nurse, Counselor, CIS, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Attendance phone calls, messages (text, email, Remind) will be sent on a consistent basis for students who are not attending and or engaging in learning. Strategy's Expected Result/Impact: Attendance Reports Staff Responsible for Monitoring: Campus Administrators, Teachers, Counselors, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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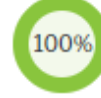
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: ESPED reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: ESPED reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: ESPED reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt, (ie., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign-in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide instructional materials and training for all teachers and paraprofessionals working with students with disabilities. Strategy's Expected Result/Impact: District personnel, 1267 Sign-in sheets, Eduphoria reports Staff Responsible for Monitoring: Campus Administrators, District Personnel, Special Education Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Education Money from BFU - 199 - General Fund - 199 - \$1,267 | Formative | | |
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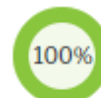




| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria, sign-in sheets Staff Responsible for Monitoring: District Special Ed Program Coordinator District 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in the least restrictive environment Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective







| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the computer based assessments that are required. Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Instructional Coaches, Technology liaison Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st century classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize the district Learning Management System (LMS) for all grade levels into daily instruction, curriculum, and assessment. Strategy's Expected Result/Impact: Teacher TTESS, Teachers Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology to the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Report Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.





Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, Newsletters Pictures Staff Responsible for Monitoring: Campus Administrators, Counselor Teachers Parent Coordinator CIS ACE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, Campus calendars, Announcements Staff Responsible for Monitoring: Campus Administrators, Counselors Parent Coordinator CIS ACE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Expose students to colleges both through technology and taking students to see events at colleges and exposure to different colleges in Texas. Strategy's Expected Result/Impact: Campus Calendars, announcements, pictures Staff Responsible for Monitoring: Administrators, Counselor, CIS, ACE, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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



Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Teachers, Counselor, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for students to explore various career opportunities through annual Career Week Activities. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Counselor Teachers Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign-in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, Stipends, Staff Development Sessions, Sign-in Sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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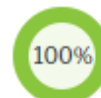









| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring opportunities. Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans, Walkthroughs, Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$536.84 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities. Strategy's Expected Result/Impact: Peer Observation forms, Feedback from Teachers and Campus Coaches Staff Responsible for Monitoring: Campus Administrators Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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








Goal 4: We will use a culturally responsive approach to relentlessly pursue a meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign-in sheets, Agendas, School Calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs Strategy's Expected Result/Impact: Sign-in sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Sign in sheets, Agendas Staff Responsible for Monitoring: Counselor, CIS, ACE, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey Staff Responsible for Monitoring: DAIT, Counselor, OLE Team, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent Reading Book Blasts regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign-In Sheets Staff Responsible for Monitoring: Counselor, Librarian, Instructional Coaches, Teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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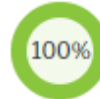


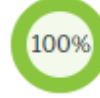




| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide educational resources for parents on our website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster Teachers Librarian Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide instructional resources for parents to utilize at home with their children. Strategy's Expected Result/Impact: Teachers Agenda, Sign-in Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Instructional Coaches, Librarian, Webmaster, CIS, ACE Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$2,910.60 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information and data, tests results, report card results, etc. Strategy's Expected Result/Impact: Sign-in Sheets, Agendas Staff Responsible for Monitoring: Teachers Campus Administrators Counselor Instructional Coaches Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue a meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community involvement during the current school year by 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Donation Report, Volunteer Report

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Promote service organizations for students in school (Student Council, Safety Patrol, etc.) Strategy's Expected Result/Impact: Service Organization Enrollment, attendance data Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers, CIS Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses, donations, service projects Staff Responsible for Monitoring: Counselor, Campus Administrators, Teachers, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in the See to Succeed program Strategy's Expected Result/Impact: Number of students participating and receiving eye services. Staff Responsible for Monitoring: Campus Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Implement Campus Spotlight and/or awards for exceptional service. (Teacher of the Year, Paraprofessional of the Year, Volunteer Awards, Business Recognition, etc.) Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.











Performance Objective 1: During the current school year, the campus sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Administrators, Counselors, Teachers, Paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in Behavior Management. Strategy's Expected Result/Impact: Eduphoria workshop credit, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, Counselor, teachers, paraprofessional Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide opportunities to attend Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Reduction in discipline referrals, Individual Behavior Plans, District BRT help Staff Responsible for Monitoring: Campus Administrators Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide training opportunities for all employees on bloodborne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure and first aid. Training Sign In Sheets Staff Responsible for Monitoring: Campus administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish protocols for safety procedures at field trips for teachers and parents. Strategy's Expected Result/Impact: Campus field trip protocols Sign in Sheets Staff Responsible for Monitoring: Campus Administrators Nurse Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide opportunities for staff to attend the district ALICE Trainings. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop and implement campus Emergency Operation Plans and safety drills including reunification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operations Plans. Staff Responsible for Monitoring: Campus Administrators, OLE Team, Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Program participation counts Staff Responsible for Monitoring: Campus administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities. Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Campus Administrators Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Richey Elementary
2020-2021 Formative Review



Mission Statement

The mission of Richey Elementary, a Title I Campus, requiring the commitment of all employees, parents, business and community members, and students, is to guarantee all students will:

*acquire the knowledge

*master the skills and

*maximize the talents

necessary to fulfill their potential as responsible citizens in the ever-changing world of the 21st century.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







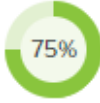
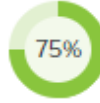





Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: STAAR and STAAR Alt Data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: K- 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum. Strategy's Expected Result/Impact: Passing rates on CBA's will be in the top quarter of all district scores. Staff Responsible for Monitoring: Teachers that plan each content area; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Administer Curriculum Based Assessments (CBA's) each nine week period in math, reading, writing, science, and/or social studies per the district assessment calendar and conduct PLC meetings to review results and strategize (Kinder through 4th grade as per district assessment calendar). Strategy's Expected Result/Impact: Improved CBA scores Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Disaggregate campus data in order to align curriculum, instructional strategies, and monitor student performance (ex: Data walls, Common Assessment, MAP, CBA, & STAAR data, reading levels, TELPAS results, writing samples, calibrations and analyzing student writing protocol) (Pre-K through 4th grade). Strategy's Expected Result/Impact: PLC meetings, AWARE documents, common assessments, walkthroughs, lesson plans, improved student performance. Staff Responsible for Monitoring: Administrators, Teachers, CCs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase the use of the Accelerated Reading Program (Kinder through 4th grade) by increasing opportunities for students to build fluency by reading for pleasure in the classroom (independent reading) and by increasing motivation for the program with AR prizes. Strategy's Expected Result/Impact: Increased EOY AR points by grade level, AR incentives, Lesson Plans; Walkthroughs Staff Responsible for Monitoring: Teachers, Reading CC, and Accelerated Learning Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Conduct vertical curriculum meetings on campus to align programs and instructional strategies in grades Pre-K through 4th (includes regular ed. bilingual ed, and special ed staff). Strategy's Expected Result/Impact: Improved STAAR scores Staff Responsible for Monitoring: Administrators, Content Area Committee Chairs, and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Attend 5th grade transition meetings to align ESL instructional levels. Strategy's Expected Result/Impact: Meeting Minutes Staff Responsible for Monitoring: Intermediate Counselors, Administrators, and 4th grade bilingual teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Provide all teachers (Pre-K through 4th, specials staff and paraprofessionals) with instructional materials and technology necessary to implement the curriculum (devices, document cameras, webcams, wireless mics, wireless mouse, LED ring light, scanners, foldable paper, materials/resources per content areas, art supplies, copy paper, anchor chart paper, toner, running record materials, office supplies, etc.) Strategy's Expected Result/Impact: Lesson Plans/ Student Products Staff Responsible for Monitoring: Administrators and Secretary Funding Sources: Special Ed. Funds (1206.00) - 199 - General Fund - \$1,206, Instructional materials, supplies and technology - 211 - Title 1 A - Economically Disadvantaged Study - \$4,279.75, Instructional materials, supplies and technology - 263 - Title III A - Bilingual Education, Language - \$1,404.49, Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84, Supplies and Materials - State Compensatory Funds - \$4,308, Bil/ESL Funds (6670.00) - 199 - General Fund - \$6,670 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Title I staff (counselor, parent coordinator, teachers, office clerk, CCs & instructional aides) will be utilized to provide academic support to students, coaching for teachers, and behavioral supports for students. Strategy's Expected Result/Impact: Time and effort logs, improvement in academic areas for students receiving academic support, improvement in behavioral areas for students receiving behavioral support, improvement in student academics and behavior based on coaching Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 Funding Sources: Salary Funds (PFs-\$230, 605.42),(Inst. Aide-83, 184.84),(Teacher-75, 273.10),(Office Clerk-25, 934.86), Counselor/Parent Coordinator-24, 178.82) - 211 - Title 1 A - Economically Disadvantaged Study - \$208,571.62 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on data disaggregation and how the data will drive instruction (i.e. reading data protocol meetings, MAP Reports & PD). Strategy's Expected Result/Impact: Walkthroughs, increase in reading levels, lesson plans, and assessment results Staff Responsible for Monitoring: Leadership team and teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a

5% reduction in end-of-year failures.

Evaluation Data Sources: EOY Pre-K Math Assessment, EOY Math and Reading Kindergarten Assessment, Spring MAP data, EOY BAS results, Istation reports, and student grades.

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Pre-K teachers will follow district timelines so that students have access to the full range of pre-k guidelines. Strategy's Expected Result/Impact: Improved student performance for each 9-week period based on the literacy pre-k assessment, Istation, and the math pre-k assessment. Staff Responsible for Monitoring: Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Kindergarten teachers will follow district timelines so that students have access to the full curriculum. Strategy's Expected Result/Impact: Improved student performance for each 9-week period based on the math and reading kindergarten 9-week assessments. Staff Responsible for Monitoring: Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 1st and 2nd grade teachers will follow district timelines so that students have access to the full curriculum. Strategy's Expected Result/Impact: 90-100% mastery on Reading and Math CBA's for each 9-week period. Staff Responsible for Monitoring: Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: 3rd & 4th grade teachers will follow district timelines to ensure that all students have access to the full curriculum. Strategy's Expected Result/Impact: 90-100% of all 3rd and 4th grade students (all students groups, including special education students), will pass the reading, math, and/or writing state assessments. Staff Responsible for Monitoring: Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








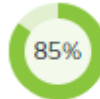




Performance Objective 3: During the current school year, we will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.













Evaluation Data Sources: STAAR and STAAR Alt Data

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Richey has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD meeting minutes Staff Responsible for Monitoring: Administrators; LSSP; Speech Pathologist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Richey will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: ARD paperwork completed within required timelines Staff Responsible for Monitoring: LSSP, Speech Pathologist, Resource/Inclusion Teacher, PPCD/Success Teacher, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Richey will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention meeting minutes Staff Responsible for Monitoring: Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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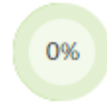













| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Richey will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Alt (i.e., PLAFFPs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: Compliance with 2% and 1% cap/Meeting notes from meetings with district personnel/ARD documentation. Staff Responsible for Monitoring: LSSP, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Richey will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Core team trained in CPI and TBSI Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Richey will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Campus facility check Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Richey will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting Strategy's Expected Result/Impact: Scheduled intervention meetings, special education staffings Staff Responsible for Monitoring: Special Education Teachers, Classroom Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 8: Identified special education students will be clustered to facilitate the support facilitation model. Strategy's Expected Result/Impact: SF Schedule Staff Responsible for Monitoring: Administrators; Teachers; Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Allocate personnel and supportive scheduling to facilitate the support facilitation model. Strategy's Expected Result/Impact: Collaborative Lesson Plans; Resource/SF Schedule Staff Responsible for Monitoring: Administrators; Resource/SF Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Teachers will create instructional groups using Aware data, MAP data, BAS data, targeted instructional plans, and other classroom data to differentiate instruction to meet learner needs. (i.e. Targeted Reading Intervention Program) Strategy's Expected Result/Impact: Lesson plans showing the differentiated instruction, improved student scores (CBA's, report cards, BAS results, progress reports, etc.) Staff Responsible for Monitoring: Teachers; CCs; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Improvements in CBA's and student grades Staff Responsible for Monitoring: Administrators and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Materials, Supplies, Teacher Resources, Transportation, and Salaries or Wages - Extended Day/Tutorial - \$2,720 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 12: Utilize Balanced Literacy approach, leveled literacy readers, shared reading books, classroom leveled libraries, independent reading materials, and GR diagnostic materials to provide appropriate reading instruction for students based on BAS assessment and grade-level assessments. Strategy's Expected Result/Impact: Lesson Plans; Walkthroughs Staff Responsible for Monitoring: Administrators; Teachers, CCs Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction Funding Sources: At Risk Funds - 199 - General Fund - \$4,308, Literacy Materials, Supplies, and Resources - 211 - Title 1 A - Economically Disadvantaged Study - \$4,279.75 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Utilize grade level and campus intervention teams to provide input/strategies/supplemental programs/allocation of additional personnel for teachers on how to assist all students who are or may be at-risk including but not limited to migrant, dyslexic, and LEP students. Strategy's Expected Result/Impact: Intervention Team Minutes, Academic improvement for at-risk students Staff Responsible for Monitoring: Intervention Chairpersons; Team Leaders; Teachers; IAT Committee Members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Students at-risk of failing core content subjects in grades K-4 will be recommended for tutoring during (PIE Time) or after school based on Istation/BAS, MAP, benchmark results, etc. Strategy's Expected Result/Impact: Improved report grades and STAAR scores Staff Responsible for Monitoring: Teachers and Accelerated Learning Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Materials, Supplies, Teacher Resources, and Salaries or Wages - Extended Day/Tutorial - \$2,720 | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Ensure appropriate accommodations for eligible students (504/dyslexia, LEP, special education, etc.) Strategy's Expected Result/Impact: Lesson Plans; Walkthroughs, State Assessment Documentation Staff Responsible for Monitoring: Resource/Inclusion Teacher; Teachers; Administrators, and DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
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| Strategy 16 Details | Formative Reviews | | |
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| Strategy 16: Ensure that instruction in bilingual classrooms follows the district bilingual continuum for English language acquisition. Strategy's Expected Result/Impact: Classroom Schedule; Walkthroughs; Campus Bilingual Meetings Staff Responsible for Monitoring: Administrators; Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Utilize reports from TELPAS to determine rate of English language acquisition, appropriate linguistic accommodations, and to report progress to parents. Strategy's Expected Result/Impact: TELPAS reports Staff Responsible for Monitoring: Administrators; Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 18 Details | Formative Reviews | | |
| Strategy 18: Determine the appropriate language of instruction/ testing based on student needs. Strategy's Expected Result/Impact: Transitional Data; Walkthroughs; LPAC Minutes Staff Responsible for Monitoring: LPAC Committee; Teachers; Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 19 Details | Formative Reviews | | |
| Strategy 19: Ensure bilingual program guidelines are followed to ensure correct placement in the program as appropriate. Strategy's Expected Result/Impact: LPAC minutes Staff Responsible for Monitoring: LPAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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| Strategy 20 Details | Formative Reviews | | |
| Strategy 20: Utilize small group instruction to differentiate for students' language and instructional needs. Strategy's Expected Result/Impact: Walkthroughs; Lesson Plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 21 Details | Formative Reviews | | |
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| Strategy 21: LPAC/ARD (LARD) committee will staff to review LEP eligibility and to set exit criteria if needed. Strategy's Expected Result/Impact: LARD Minutes Staff Responsible for Monitoring: Administrators; LPAC Teacher; Special Education Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 22 Details | Formative Reviews | | |
| Strategy 22: Provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services (credit by exam opportunities, G/T camps, Enrichment, Texas Standards Project, G/T Showcase). Strategy's Expected Result/Impact: Screening Process; G/T Referrals; Referrals to district for credit by exam; Participation in Texas Standards Project; Lesson Plans; Walkthroughs Staff Responsible for Monitoring: Administrators; G/T Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: G/T (Student resources/activities, transportation, parent meetings, & PD) - 199 - General Fund - \$1,989 | Formative | | |
| | Mar | June | Aug |
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| Strategy 23 Details | Formative Reviews | | |
| Strategy 23: Implement after school ACE Program during the school year and summer to provide academic support, enrichment activities, college and career readiness activities, and family engagement. Strategy's Expected Result/Impact: Student participation and increased academic success as demonstrated by improved grades, attendance, attitude, etc. Staff Responsible for Monitoring: Campus Grant Coordinator; Campus Administrators; District Grant Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 Funding Sources: 21st CCLC Grant Coordinator Salary, staff salaries for tutorials and enrichment, and instructional materials/supplies - 21st CCLC Grant - \$69,165.80 | Formative | | |
| | Mar | June | Aug |
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| Strategy 24 Details | Formative Reviews | | |
| Strategy 24: Provide all students opportunities for real time intervention and enrichment during the school day.~K-4 Eagle Time (Targeted Reading Intervention Program) Strategy's Expected Result/Impact: Improved CBA and STAAR scores Staff Responsible for Monitoring: Administrators, Teachers, CCs, & Paras Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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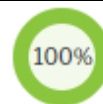










| Strategy 25 Details | Formative Reviews | | |
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| Strategy 25: Reading enrichment allows for collaborative planning time for teachers during PLC and sustained reading for students. Strategy's Expected Result/Impact: CBA/STAAR results and walkthroughs Staff Responsible for Monitoring: Administrators, Teachers, & Paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 26 Details | Formative Reviews | | |
| Strategy 26: K-4 students will utilize the computer lab to learn technology skills and applications. Strategy's Expected Result/Impact: Lab schedule/Lesson Plans Staff Responsible for Monitoring: Teachers and Tech Lab Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 27 Details | Formative Reviews | | |
| Strategy 27: Utilize Istation and Waterford per availability in Pre-Kindergarten through 4th grade to promote student academic success with a focus on intervention students. Strategy's Expected Result/Impact: Istation and Waterford Reports Staff Responsible for Monitoring: Teachers, Administrators/Intervention Chairperson Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 28 Details | Formative Reviews | | |
| Strategy 28: Teachers and students will fully utilize available technology such as; LMS- Seesaw and Google Classroom, Promethean boards, ELMOs, ActivExpressions, laptop carts, student computers, Kindles, Ebooks, etc. Strategy's Expected Result/Impact: Walkthroughs with technology usage Staff Responsible for Monitoring: Administrators; Tech Liaison; Teachers, and Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Fall/Spring Fitness Gram Testing PISD Athletic Competitions Physical Education Assessments Participation in Get Fit Jog, Walk for Sight, etc.





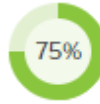
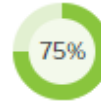










Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Integrate a set of planned, sequential, school-affiliated strategies, activities, and services designed to promote the optimal physical, emotional, and health and nutrition educational development of students, parents, and staff. Strategy's Expected Result/Impact: Participation in Walk for Sight, Moving More District Challenge, Get Fit Jog, Family Fun Runs, Girls on the Run, CHAC activities, National Walk to School Day, Rugged Race, etc. Virtual participation due to COVID-19. Staff Responsible for Monitoring: CHAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct a Turkey Trot "Fun Run" event sponsored by the Physical Education Department in order to promote physical fitness, health and wellness to our students and the community. Strategy's Expected Result/Impact: Participation in Turkey Trot event Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize a Traversing wall which will provide a strength and problem solving activity for students. Strategy's Expected Result/Impact: Walkthroughs Staff Responsible for Monitoring: P.E. Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, Richey will promote 21st career and college exploration.

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education. Strategy's Expected Result/Impact: Counselor Documentation; Career and College Awareness Activities, ACE program activities Staff Responsible for Monitoring: Counselor, Administrators, Campus Grant Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage students to attend college by spotlighting a variety of colleges and universities during college week. Strategy's Expected Result/Impact: College Week Activities; Lesson Plans, Career Day; campus based activities Staff Responsible for Monitoring: Counselor; Administrators; Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Path to College Starts with Houston A+ Challenge activities will be offered to Richey parents and students. The main goal is to increase college access and awareness at the elementary level through student and parental involvement (i.e. Charlas) Strategy's Expected Result/Impact: Parent attendance and participation Due to COVID-19 subject to change. Staff Responsible for Monitoring: Special Programs; Administrators; Counselor, Parent Coordinator, and Parent Ambassadors Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All teachers will integrate technology resources and software to stimulate and support enhanced learning opportunities in the classroom (See Saw, Google Classroom, Brain Pop, Waterford, A-Z Reading, Accelerated Reader, Istation, Dream Box (K-4), etc.) Strategy's Expected Result/Impact: Lesson Plans; Walkthroughs showing usage Staff Responsible for Monitoring: Administrators and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: Learning A to Z License & Dream Box - 211 - Title 1 A - Economically Disadvantaged Study - \$4,279.75 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.













Performance Objective 1: During the current school year, all Richey Elementary staff members will be highly qualified, and efforts will be made to retain and




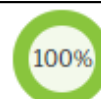


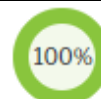



develop this highly qualified staff.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Staff will participate in horizontal and vertical planning. Strategy's Expected Result/Impact: Meeting Minutes; Lesson Plans; Agenda Staff Responsible for Monitoring: Administrators; Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will attend G/T update training. Strategy's Expected Result/Impact: Lesson Plans; Walkthroughs Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: PK-4th grade teachers will attend grade level appropriate Focus Trainings. Strategy's Expected Result/Impact: Training Certificate; Lesson Plans; Walkthroughs Staff Responsible for Monitoring: Administrators; Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will be provided with Coaching opportunities to promote professional growth. Strategy's Expected Result/Impact: Campus Coaches schedules and Leadership Team Meetings Staff Responsible for Monitoring: Administrators; Campus Coaches ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: New teachers will be trained over topics relevant to new teachers (New Teacher Academy). Strategy's Expected Result/Impact: Meeting Agendas; Walkthroughs Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: PLC meetings will be scheduled to provide opportunities for collaboration, training and data analysis in order to determine best instructional research based practices (i.e. instructional rounds). Strategy's Expected Result/Impact: Meeting Agendas; Walkthroughs; Lesson Plans Staff Responsible for Monitoring: Administrators, CCs & District CCs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: All staff will receive professional development and implement oral language development strategies targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's (LPAC and OLPT training as needed, ELD Training, Bilingual Focus & FBI Meetings). Strategy's Expected Result/Impact: Training Certificates; Meeting Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Encourage staff to seek out and implement training pertinent to their grade levels and/or areas of expertise (i.e. Focus trainings, PISD staff development trainings). Strategy's Expected Result/Impact: Training Certificates; Walkthroughs; Lesson Plans, Team Planning Meetings, & T-TESS Staff Responsible for Monitoring: Administrators; Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Recruit new teachers through alternative certification programs. Strategy's Expected Result/Impact: Hiring practices Staff Responsible for Monitoring: Administrators; District ATCP, and alternative ATCP programs | Formative | | |
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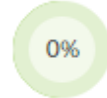









| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Continue to utilize our New Teacher Academy as a recruiting tool and to maintain existing new teachers. Strategy's Expected Result/Impact: New Teacher Retention Rate Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide opportunities for teachers to attend staff development that focuses on the implementation of effective instructional strategies and the PLC process designed to meet the needs of all students and close the achievement gap between student groups (i.e. Targeted Reading Intervention Training, ELD Training, Esperanza & LLI/Soluciones Training, GR & Math Training, PLC Training, etc.). All staff received professional development on their grade level's learning management system to assist with implementation of F2F & virtual instruction. Strategy's Expected Result/Impact: Training Certificates; Campus & District Walkthroughs; Lesson Plans Staff Responsible for Monitoring: Administration; Teachers, CCs; District Specialists, and Outside PD Providers/Consultants Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Staff Development & Resources - 211 - Title I A - Economically Disadvantaged Study - \$4,279.75, Staff Development & Resources - 263 - Title III A - Bilingual Education, Language - \$1,404.49 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: New faculty members will be assigned a mentor/buddy. Strategy's Expected Result/Impact: HR paperwork Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: ACE personnel will be offered staff development a minimum of two times a year. Strategy's Expected Result/Impact: grant documentation Staff Responsible for Monitoring: Campus Grant Coordinator | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
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| Strategy 14: Provide appropriate technology training for staff (Class link, Istation, Office 360, Class Dojo, AWARE, Web 2.0 classes, etc.). Strategy's Expected Result/Impact: Training certificates; Positive increase in teacher's responses on surveys Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Pasadena Noon Optimist, Champion of the Week, Spotlight emails, etc.). Strategy's Expected Result/Impact: Awards and Ceremonies Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Personnel utilized to work with at-risk students. Strategy's Expected Result/Impact: Student performance data Staff Responsible for Monitoring: Administrators, Campus Coaches, Counselor, Instructional Aides, Title I Teachers, & Office Clerk. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Teachers will participate in weekly Grade Level Team Meetings, PLC Meetings, Team Leader Planning Meetings, Focus Trainings, and Planning Days for each nine weeks and as needed to collaborate, share, and plan for focused instruction. Strategy's Expected Result/Impact: Meeting Minutes; Grade Level Planning Day Schedules; Lesson Plans; and Walkthroughs Staff Responsible for Monitoring: Team leaders, teachers, administrators, CCs, and C&I Specialist/District CC support Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Teacher Resources, Supplies, Wages, and Food - 211 - Title I A - Economically Disadvantaged Study - \$4,279.75, Teacher Resources, Supplies, Wages, and Materials - 263 - Title III A - Bilingual Education, Language - \$1,404.49 | Formative | | |
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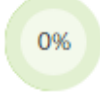





Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental stakeholders.














Performance Objective 1: During the current school year, a parental involvement program will be established and implemented at Richey Elementary to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Parents will be encouraged to participate as volunteers through campus activities and a structured volunteer schedule. Strategy's Expected Result/Impact: Increased parent participation Due to COVID-19 subject to change. Staff Responsible for Monitoring: Parent Coordinator; Administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Curriculum Night, etc. & social/emotional family engagement events will be offered to provide parents and students the opportunity to participate in fun educational games and activities that can be carried over at home. -Virtual Strategy's Expected Result/Impact: Sign-in sheets from Night Events Zoom sign-in Staff Responsible for Monitoring: Committee Chairperson, Committee Members, and Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parent workshops will be offered to provide training for involvement in their child's education, parenting classes, parent informational classes, ESL classes, social/emotional training, health awareness, etc. -Virtual Strategy's Expected Result/Impact: Parent Attendance (Sign-in sheets) for each training offered Zoom sign-in Staff Responsible for Monitoring: Parent Coordinator and Counselor Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Parent training and supplies through Title I (parent component funds) - 211 - Title 1 A - Economically Disadvantaged Study - \$3,776.25 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Counselor and Parent Coordinator will attend conference for strategies on working with parents and students. -Virtual Strategy's Expected Result/Impact: Training Certificate Subject to change due to COVID-19. Staff Responsible for Monitoring: Counselor and Parent Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Parents will be active stakeholders in the campus by participating in the LPAC Committee, CHAC Committee, SBDM Committee, Family Nights, ACE Parent Activities/Events, etc. Strategy's Expected Result/Impact: Parent Participation (Sign-in sheets and Parent Surveys) Zoom sign-in Staff Responsible for Monitoring: Administrators, Parent Coordinator, & Campus Grant Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide Tuesday folders for all students so that parents can monitor academic performance and behavior and so that parents can remain informed about school events. Strategy's Expected Result/Impact: Signed Tuesday Folders (weekly) Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide parents the opportunity to attend a one-on-one report card conference with their child's teacher each 9-week period. - Virtual Strategy's Expected Result/Impact: Sign-in sheets & logs Staff Responsible for Monitoring: Administrators/ Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide monthly newsletter, flyers, emails via LMS, REMIND, or Peachjar to notify parents about school events. Strategy's Expected Result/Impact: Monthly newsletter, flyers, emails, Digital Learning Platforms, REMIND and Peachjar. Staff Responsible for Monitoring: Admin, Counselor, ACE & Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Utilize Richey parent/teacher/student compact to help everyone understand the important role individuals plays in the education of each child. Strategy's Expected Result/Impact: Parent Compacts Staff Responsible for Monitoring: Administrators/ Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide updated school web page so that parents can stay informed about school events and have access to educational web-sites. Strategy's Expected Result/Impact: Current web-page Staff Responsible for Monitoring: Principal/ Tech Liaison | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide parents with the opportunity to attend K-4 grade level music/art programs so that they can see their child perform. Strategy's Expected Result/Impact: Parent attendance Subject to change due to COVID-19. Staff Responsible for Monitoring: Music & Art Teacher Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: G/T parent meetings will be offered to parents to provide information on various topics related to the campus G/T program. - Virtual Strategy's Expected Result/Impact: Parent attendance Staff Responsible for Monitoring: G/T Administrator and G/T Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
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| Strategy 13: Library literacy events/activities such as; extended library hours, etc. will be provided to parents.- Virtual & curbside book check-out Strategy's Expected Result/Impact: Increased parent participation Subject to change due to COVID-19. Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Provide parent and community outreach events such as; ABC Dental Screenings, AVANCE Parenting Classes, Navidad en el Barrio, Toys for Tots, etc. Strategy's Expected Result/Impact: Increase parent participation Subject to change due to COVID-19. Staff Responsible for Monitoring: Parent Coordinator and Counselor Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Parents will be provided opportunities to attend a parent engagement conference and participation in district parent events. Strategy's Expected Result/Impact: Parent attendance Subject to change due to COVID-19. Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



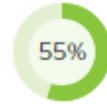


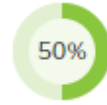




Goal 5: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with business and community stakeholders.

Performance Objective 1: During the current school year, Richey will increase the number of business and community partnerships and involvement.

Evaluation Data Sources: Business, community, partners have increased.

Summative Evaluation: Some progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Partner with Richey Baptist Church to provide alternative evacuation site for students/staff. Strategy's Expected Result/Impact: Verbal agreement with Richey Baptist Church Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Through the ACE program, Richey will provide enrichment activities and classes for students. Strategy's Expected Result/Impact: Student attendance and parent/student feedback regarding quality of programming Staff Responsible for Monitoring: Campus Grant Coordinator, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Partner with McDonald's to support student academic performance. Strategy's Expected Result/Impact: SBDM Agendas/Minutes, Sign-in sheets Staff Responsible for Monitoring: SBDM Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Partner with Lyondell- Basell to provide 3rd & 4th grade students the opportunity to participate in a Pen- Pal program, Thanksgiving food drive for families, and Science Fair assistance. Strategy's Expected Result/Impact: Student, parent, and business participation at events. Subject to change due to COVID-19. Staff Responsible for Monitoring: Counselor; Administrators; Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Partner with Kruse Clinic to provide medical assistance to Richey Elementary students. Strategy's Expected Result/Impact: Number of student referrals Staff Responsible for Monitoring: Nurse, Counselor, and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Partner with HCDE Adult Education to provide free instruction in ESL, San Jacinto College. -Virtual Strategy's Expected Result/Impact: Certificates Staff Responsible for Monitoring: Counselor & Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Coordinate with San Jacinto College to attend the See to Succeed field trip for students to receive a free pair of eye glasses. Strategy's Expected Result/Impact: Student attendance and receipt of eye glasses Subject to change due to COVID-19. Staff Responsible for Monitoring: Nurse and Paraprofessional | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, Richey will increase positive school family relationships and culture.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Richey will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving appropriate training per their specialization in the Campus/District's behavioral/safety initiatives (CPI, TBSI, T-TESS, Required Annual Health Services Update, Ethics, Suicide, Sexual Harassment, Social Media, Bullying, Child Abuse, FERPA, Raptor system, PBIS, and Crisis Management Training). Strategy's Expected Result/Impact: School Drills/ Appropriate safety procedures; Training Certificates; Badges for all visitors Staff Responsible for Monitoring: Administrators; Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Core team will be trained in PBIS school procedures. The core team will come back and train faculty and staff. Parents, students and faculty will be surveyed as part of the Safe and Civil Schools Process. Strategy's Expected Result/Impact: Adherence to common areas procedures, CHAMPS procedures, implementation of lesson plans, online surveys, and Walkthroughs Staff Responsible for Monitoring: PBIS Team; Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide teachers/paraprofessionals with training, materials, resources, and support in a variety of management techniques for differentiated needs of students to aide with bullying, conflict resolution, violence prevention, relationship building, etc. -Virtual Strategy's Expected Result/Impact: Participation in Conscious Discipline Training; Decrease in student discipline referrals Staff Responsible for Monitoring: Administration; Conscious Discipline Team; CSI Committee Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Establish a CORE Team with individuals trained in CPI, Youth Mental Health, Conscious Discipline, etc. to support the social, emotional, and physical well-being of all students and staff. Strategy's Expected Result/Impact: Decrease in student discipline referrals and increase in positive school climate & culture Staff Responsible for Monitoring: Administration and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide students with lessons that support GFS Guidelines to promote citizenship, and social, emotional, well being of students. Strategy's Expected Result/Impact: Decrease in student discipline referrals and increase in positive school climate & culture. Staff Responsible for Monitoring: Teachers and Admin Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District
Roberts Middle School
2020-2021 Formative Review

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals
















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average

Evaluation Data Sources: Pasadena Plus visit documentations, lesson plans, campus and district staff development logs and agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide extended day opportunities to students at-risk of failing the STAAR assessment in reading, math, or science. Strategy's Expected Result/Impact: STAAR achievement scores, academic grades Staff Responsible for Monitoring: THOMAS Funding Sources: Supplies - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Integrate highly effective research based strategies across the content. Strategy's Expected Result/Impact: Administrators, Lesson plans, and walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers, Administrators Funding Sources: subs - State Compensatory Funds, - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Integrate highly effective research based strategies across the content. Strategy's Expected Result/Impact: Administrators, Lesson plans, and walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers, Administrators | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Curriculum and Instruction will be aligned across grade level core subjects Staff Responsible for Monitoring: REBECCA | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement reading initiative designed to increase reading skills of all students. As evidence by exceeding state performance levels. Strategy's Expected Result/Impact: Independent Reading Time It is built in our AIRTIME Staff Responsible for Monitoring: REBECCA Funding Sources: Software and site licenses - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide head phones (& storage containers for head phones) for the Rosetta Stone program to increase reading stamina for our recent immigrants. Strategy's Expected Result/Impact: Reading stamina to increase. Reading in English to increase. Staff Responsible for Monitoring: Gracie (Reading Coach) Funding Sources: Head phones - 263 - Title III A - Bilingual Education, Language - 6399, Head phone storage container - 263 - Title III A - Bilingual Education, Language - 6399 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize Plan4Learning software to monitor and revise the campus improvement plan throughout the year. Strategy's Expected Result/Impact: Developed Campus Improvement Plan Staff Responsible for Monitoring: Thomas Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide instructional materials to enhance the learning experience for both students and teachers. Strategy's Expected Result/Impact: Expand the learning experience for both student and teacher Staff Responsible for Monitoring: Thomas Funding Sources: Books, math, reading, science, history supplies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 9: Create academic anchor charts for visual enhancement to help all learners comprehend learning objective. Strategy's Expected Result/Impact: Provide support for increasing student success in core assessment. Staff Responsible for Monitoring: Instructional Coaches Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6399 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide supplies to enhance the organization and distribution of educational materials. Strategy's Expected Result/Impact: Provide organizational supplies to store learning tools. Staff Responsible for Monitoring: Instructional coaches Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Student achievement will be enhanced and supported by providing a coordinated school health program.

Evaluation Data Sources: FitnessGram, Sign in Sheets at CATCH events

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students will participate in universal breakfast. Strategy's Expected Result/Impact: Number of students participating. Staff Responsible for Monitoring: Thomas | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Students will participate in physical education classes. Strategy's Expected Result/Impact: Walk-Throughs, Lesson Plans Staff Responsible for Monitoring: Physical Education Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will participate in physical education assessments including Fitnessgram. Strategy's Expected Result/Impact: Fitnessgram Results Staff Responsible for Monitoring: Physical Education Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: Special Education classes will be enhanced and supported by providing materials that will challenge each and every students life skills.

Evaluation Data Sources: Lesson plans and data collected through observation

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will buy special education supplies that will enhance students life skills. Strategy's Expected Result/Impact: Life Skills experience Staff Responsible for Monitoring: Rebecca (AP) Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6399 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Consistent implementation and providing 21 century technology to enhance students curiosity and real world experience.

Evaluation Data Sources: Lesson Plans, Myon and Staff development

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will buy updated technology to ensure consistent 21 century experiences for our students and staff. Strategy's Expected Result/Impact: Staff Development Staff Responsible for Monitoring: Principal and Instructional Coaches Funding Sources: Action Tech Wireless video and audio extender - 211 - Title 1 A - Economically Disadvantaged Study - 6399 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Professional Development will be a priority by consistent training and workshops that enhance expertise in instructional content.

Evaluation Data Sources: Implementation of resources gathered at each training

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will go to any instructional training within the district or outside the district. Strategy's Expected Result/Impact: Staff Training based on resources collected from professional development . Staff Responsible for Monitoring: Admin Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 6411 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: Intervention will be provided through the master schedule and students will be targeted by Student by Standard using real time data.

Targeted or ESF High Priority

Evaluation Data Sources: Student by standard spreadsheet

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Teachers will monitor student data and provide support to close academic gaps. Staff Responsible for Monitoring: Rebecca | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Roberts will participate in the district's College Awareness Week

Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses. Strategy's Expected Result/Impact: College Week and college field trips Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses. Strategy's Expected Result/Impact: College Week and college field trips Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Encourage more students to attend college by promoting College Career Nights and providing opportunities to visit college campuses. Strategy's Expected Result/Impact: College Week and college field trips Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Roberts will promote college awareness throughout the year.

Evaluation Data Sources: Kids to College Survey, Four Year Plans, Counselor Documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Roberts will promote college awareness and preparedness Strategy's Expected Result/Impact: Survey effectiveness of events Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Roberts will promote college awareness and preparedness Strategy's Expected Result/Impact: Survey effectiveness of events Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Roberts will promote college awareness and preparedness Strategy's Expected Result/Impact: Survey effectiveness of events Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: Roberts will provide students with organizational tools and systems to promote college readiness.

Evaluation Data Sources: Notebooks, Planners, and Calendars

Summative Evaluation: Met Objective








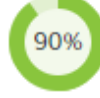
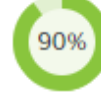




| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: FRMS will give each student an planner that will keep them organized daily. Strategy's Expected Result/Impact: College Readiness Staff Responsible for Monitoring: Principal/Teachers Funding Sources: - 289 - Title IV- Student Support & Academic Enrichm - 289 Grant | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Roberts will hire faculty/staff that have met state and federal guidelines for the positions that they maintain.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, and Staff Development Logs

Summative Evaluation: Exceeded Objective

















| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff Strategy's Expected Result/Impact: Lawson System/Employee Certification List Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff Strategy's Expected Result/Impact: Lawson System/Employee Certification List Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Roberts MS will utilize the Lawson System and staff members of the district's Human Resources Department to ensure the hiring of highly qualified staff Strategy's Expected Result/Impact: Lawson System/Employee Certification List Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Roberts will educate parents on topics suggested by the parents on surveys conducted at the beginning of each year. Surveys will be given and results will be distributed via email to our parent distribution list.

Evaluation Data Sources: End of Year Survey; NCLB Parent Involvement Evaluation; Special programs documentation via ESPED

Summative Evaluation: Met Objective


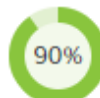





| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: We will provide a variety of books, pamphlets, and other resources in English and Spanish to the parents. Strategy's Expected Result/Impact: Distribution of materials Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: We will provide a variety of workshops to parents based on needs of the parents and school Strategy's Expected Result/Impact: Sign-In Sheets; Improvement in student academics and behavior Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Surveys and requests for volunteers are sent throughout the year Strategy's Expected Result/Impact: Sign-In Sheets; Raptor Sign-In Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We will provide a variety of community events that supports parental involvement Strategy's Expected Result/Impact: Night events Sign in sheets Staff Responsible for Monitoring: Counselors | Formative | | |
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Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: Roberts will collaborate with our parents and community members to build a strong school partnership with (Teachers, Parent & Students) which is centered on helping our Roberts Students become global learners.

Evaluation Data Sources: RMS Open House, Academic Nights, Connect Night, Pre-AP & Duke information nights, Teacher/Parent Conferences, Positive phone calls home, open lines of communication yearly, Author Skypes and Fieldtrips (promoting literacy.)

Summative Evaluation: Met Objective





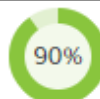
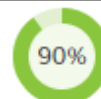
| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Roberts will purchase snacks and supplies to market community service projects and academic events. Strategy's Expected Result/Impact: Impact with community to gain partnership Staff Responsible for Monitoring: Counselor will organize and monitor Funding Sources: Supplies and Snacks - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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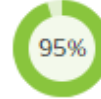




Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 3: Roberts Middle School is dedicated to providing opportunities for our families and their children (RMS students) to learn together, strengthen their family relationships, make academic gains, and improve social and emotional skills to support their family needs inside and outside the home.

Evaluation Data Sources: Parent Boot camp, Volunteer Breakfast, Family Fun Run, Veteran's Day Program, Food Bank Field Trip, Dads and Dodgeball, STAAR Power Lunch & STAAR Family Bingo, Father/Daughter & Mother/Son Dance, Muffins with Moms with a TWIST, Donuts with Dad, Community Family Fair, Roberts Boarding Crew Committee, Awards Night.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will rent an obstacle course/decorations to market and deepen the partnership between our families, community and school. Strategy's Expected Result/Impact: Relationship building. Staff Responsible for Monitoring: Counselors will organize with PE teachers. Comprehensive Support Strategy Funding Sources: obstacle course - 211 - Title 1 A - Economically Disadvantaged Study - 6269, Balloon decoration - 211 - Title 1 A - Economically Disadvantaged Study - 6299 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide food for our parent/community events to deepen the partnership between our school. Strategy's Expected Result/Impact: Partnership Staff Responsible for Monitoring: Counselor Funding Sources: Chick-fil-a, Donuts - 211 - Title 1 A - Economically Disadvantaged Study - 6499 | Formative | | |
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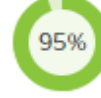




| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: We will provide supplies and snacks for all of our parent nights. Such as, Parent Boot camp, Volunteer Breakfast, Family Fun Run, Veterans Day Program, Food Bank Field Trip, Dads and Dodge-ball, STAAR Power Lunch & STAAR Family Bingo, Muffins with Moms with a TWIST, Donuts with Dad, Community Family Fair, Roberts Boarding Crew Committee, Awards Night Strategy's Expected Result/Impact: More parent involvement Staff Responsible for Monitoring: Counselors Funding Sources: Snacks, and supplies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We will hire a DJ to play music at the mother/son, daddy daughter dance, to help embrace and develop these relationships. To deepen the relationship between, school, students, and our families. Strategy's Expected Result/Impact: Parent engagement Staff Responsible for Monitoring: Counselors Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 4: Roberts Middle School is committed to the development of the Administration Team to continue to enhance emotional and social intelligence. Through personal and professional development, Roberts will foster a community of relationships.

Evaluation Data Sources: Parent Training, Parent Events, Parent Surveys, and by monitoring student discipline and attendance.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: We will send members of our admin team to training throughout the year. Strategy's Expected Result/Impact: Less Discipline Staff Responsible for Monitoring: Principal Funding Sources: Training - 211 - Title 1 A - Economically Disadvantaged Study - 6411 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
San Jacinto Intermediate
2020-2021 Formative Review



Mission Statement

San Jacinto Intermediate Mission Statement

The mission of San Jacinto Intermediate School is to enable students to achieve academically and progress socially through parent, teacher, and community cooperation in a way that promotes critical thinking, social skills, and personal responsibility so that all students can become productive citizens who value lifelong learning.

Vision

San Jacinto Intermediate believes that we are *shaping lives and launching futures* by *empowering, inspiring, challenging, and believing in our students*.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.













Performance Objective 1: All students and all student groups will increase their performance on state assessments to meet and exceed state average.
Accountability Area Targeted: State Assessment.




Targeted or ESF High Priority





Evaluation Data Sources: State assessment data (STAAR, STAAR Online).

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All teachers will follow the scope and sequence provided by the SUMMIT LEARNING PLATFORM, and teach the Student Expectations at the level of rigor that is detailed in the TEKS. Strategy's Expected Result/Impact: Improved alignment with the state as demonstrated in Focus areas, projects and district exams. Staff Responsible for Monitoring: Principal, Assistant Principal, District Specialists, Content Specialists/Peer Facilitators TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Instructional materials - 199 - General Fund, Instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$20,794.45, Instructional Materials - 199 - General Fund, Instructional Materials - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All teachers will participate in regularly scheduled planning PLC meetings during their common planning period. Teachers will also attend district focus meetings and Convening. Teachers will have opportunities to participate in Connect Cadres. Strategy's Expected Result/Impact: Attendance at collaborative planning meetings. Staff Responsible for Monitoring: Principal, AP's, Content Specialists, Department Head, and Teachers TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: All core content area teachers will use student data from focus assessments to plan for and administer workshops for students. Strategy's Expected Result/Impact: Teacher attendance in data meetings, PLC meetings Staff Responsible for Monitoring: AP's, Content Specialists/Peer Facilitators, Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All teachers will attend workshops on a specific focus area for each six weeks. Staff will be coached on implementation. Strategy's Expected Result/Impact: Evidence of campus walks and administrative walk throughs Staff Responsible for Monitoring: Principal, Assistant Principals, Content Specialists/Peer Facilitators TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use of targeted intervention activities through Tiger Advisory Time, Extended Day, Strategy's Expected Result/Impact: Student growth as demonstrated on STAAR results. Staff Responsible for Monitoring: Principal, Assistant Principals, CCS/PF TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - Extended Day/Tutorial - \$6,630, Instructional supplies, teacher extended day pay, general supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$3,534 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Library will maintain a collection of a variety of books to support school wide literacy. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$3,500, - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Teachers will use data from focus areas to intervene each week. Struggling students will go to the intervention teacher for workshops and focused intervention. Strategy's Expected Result/Impact: Focus area assessments and project grades Staff Responsible for Monitoring: Assistant Principal over ELAR, ELAR Content Specialist, and District ELAR Specialist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.











Performance Objective 2: We will increase the number of students achieving advanced levels on STAAR assessment by 10% from 2019 levels in all tested areas. Accountability Area Targeted: State Assessment

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Gifted and talented students will be served in PAP classes. Strategy's Expected Result/Impact: Master Schedule Class Loads of PAP students Staff Responsible for Monitoring: Counselor for GT TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Gifted and Talented students will participate in Texas Performance Standards Project Strategy's Expected Result/Impact: 100% participation in project Staff Responsible for Monitoring: GT teachers, Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: PAP students will be provided with enrichment activities Strategy's Expected Result/Impact: Evidence of activities conducted to support extension of academics Staff Responsible for Monitoring: G/T Team and Counselor TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Funding Sources: Instructional materials and enrichment opportunities - 199 - General Fund - 021 - \$2,089 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.











Performance Objective 3: SJI will work towards all core teachers attaining additional training and/or certification for serving our ESL population.
 Accountability Area Targeted: State Assessment

Targeted or ESF High Priority

Evaluation Data Sources: Teachers will supply documentation of additional training.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: English, Reading, ELAR teachers will gain ESL Certificate. Strategy's Expected Result/Impact: 100% of all ELAR teachers have ESL certification Staff Responsible for Monitoring: ELAR Administrator TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Core teachers will participate in ESL academy offered by district. Strategy's Expected Result/Impact: Teacher Attendance for district training. Staff Responsible for Monitoring: Principal and Assistant Principals TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: LEP Failure rates will be monitored. Teams will meet to discuss and plan for interventions at the 6 week grading period Strategy's Expected Result/Impact: Increase LEP student performance by 15% Increase in LEP Exits Staff Responsible for Monitoring: Grade level Administrator TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - \$1,888, Instructional supplies, general supplies - 263 - Title III A - Bilingual Education, Language - \$1,169.18 | Formative | | |
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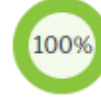
Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.














Performance Objective 4: The individual needs of Special Education students will be assessed annually to provide the most appropriate least restrictive learning environment for each student. Accountability Area Targeted: State Assessment

Evaluation Data Sources: State assessment data, ARD data, evaluation data, observation data. Data collect by RTI Team.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR or STAAR Online (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Participation Requirement Forms. Strategy's Expected Result/Impact: Appropriate testing decisions Staff Responsible for Monitoring: LSSP Administrators TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - 23 - \$1,431 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Training certificates provided Staff Responsible for Monitoring: All special programs Administrator TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Unlimited access Staff Responsible for Monitoring: LSSP, Administrators Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Campus will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: Transition meeting sign in sheets Staff Responsible for Monitoring: LSSP, Counselor TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Appropriate placement decisions Staff Responsible for Monitoring: RTI Team TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Materials - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD documentation Staff Responsible for Monitoring: Case Managers, LSSP TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Compliance with Timelines Staff Responsible for Monitoring: LSSP TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Campus will follow district procedures regarding parental request for special education evaluation Strategy's Expected Result/Impact: 100% of evaluations completed within timeline. Staff Responsible for Monitoring: LSSP, Sped. administrator TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will collaborate with district special education teams to conduct campus walk-throughs to ensure our campus is meeting all SF and SDI requirements for core areas. Strategy's Expected Result/Impact: Alignment in curriculum and a higher productivity/efficiency in SF Teams meeting students needs. Staff Responsible for Monitoring: Administrator over SPED, SPED Department Head, SF Staff, District Special Ed Team TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Success and ABE classroom will contain flexible seating options to build core strength, mobility and increase attention. Strategy's Expected Result/Impact: Improved Mobility Staff Responsible for Monitoring: Assistant principal Funding Sources: - 461 - Activity Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Coordinated School Health program implementation log.

Summative Evaluation: Significant progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will have the opportunity to participate in recreational activities that promote healthy physical activities both during and outside of the school day. Strategy's Expected Result/Impact: Participation in activities as documented on rosters. Students schedules include PE. Staff Responsible for Monitoring: Intramural coordinator, coordinated school health team, counselors. Funding Sources: - 199 - General Fund - ATH | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Coordinated School Health Committee will provide annual training to staff members on the requirements of the program. Strategy's Expected Result/Impact: Training conducted Staff Responsible for Monitoring: Administrator over CSHC | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 6: Each school year, San Jacinto Intermediate will provide character education lessons and training to teachers to implement during their Tiger Advisory Time.

Evaluation Data Sources: Character education activities each week during Tiger Advisory Time.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Each 6 weeks the students will be exposed to a different character trait and provided guidance on what that particular trait looks like in a persons actions. A character ed lesson will be given to each TAT teacher to teach on Fridays. Strategy's Expected Result/Impact: Leader of the Pride Nominations Staff Responsible for Monitoring: Counselors, TAT Teachers Funding Sources: Character Ed - 199 - General Fund | Formative | | |
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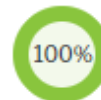


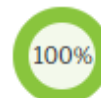




| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Teachers will nominate students who have demonstrated the character trait of the grading period by sending letter home to parent. Students will be invited to a awards ceremony breakfast where they will be given a certificate to showcase. Strategy's Expected Result/Impact: Leader of the Pride Nominations Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Counselors will conduct campus wide Bullying Prevention Training and the campus. Strategy's Expected Result/Impact: Training conducted Staff Responsible for Monitoring: Counselor Funding Sources: Bullying Prevention - 199 - General Fund - 024 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Staff and Administrators are trained annually to recognize potential bullying and the appropriate steps to take to report and investigate. Strategy's Expected Result/Impact: Sign in sheets for training Appropriate investigation and interventions procedures followed Completion of Bullying reports Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 7: San Jacinto Intermediate will offer electives and extra curricular opportunities to help develop a well rounded student with real life skills. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Student interest as documented in course selection, club or extracurricular activity.

Summative Evaluation: Significant progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students are offered Art, Graphic Art, Band, Choir, Orchestra, Speech, Theater Arts, and Broadcast. These programs provide real life skills to our students. Strategy's Expected Result/Impact: enrollment and participation Staff Responsible for Monitoring: Lead Teachers, Counselors Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund - Music | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: San Jacinto Intermediate will provide enrichment opportunities through an annual field trip and educational trips sponsored by clubs or teachers. Strategy's Expected Result/Impact: Trip plan executed, student participation in voluntary field trips. Staff Responsible for Monitoring: Sponsor, Grade Level Team Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: San Jacinto will participate in the district Chess Club Initiative. CFS Academic Performance Strategy's Expected Result/Impact: Participation in practices and competitions Staff Responsible for Monitoring: Club Sponsor Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: All 7th grade students will take the Kuder assessment; each year all students will have been counseled regarding Kuder results.
 Accountability Area Targeted: State Assessment

Evaluation Data Sources: Kuder participation and Counselor visitation

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Counselors meet with each student to go over Kuder assessment results. CSF Use of Quality Data Strategy's Expected Result/Impact: Kuder sign in sheets Staff Responsible for Monitoring: Counselors, Testing Coordinator | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: Each November students will participate in College and Career Week activities. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Participation and survey data.

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: College awareness activities including but not limited to applications, financial aid, college life, information on surrounding colleges. CSF: Family Engagement Learning Time Strategy's Expected Result/Impact: Agenda for College Week Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will participate in Career Day activities. CSF Academic Performance and Family Engagement Strategy's Expected Result/Impact: Career Day Plan and participation Staff Responsible for Monitoring: Counselors and Teachers Funding Sources: - 461 - Activity Fund - food, - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: By August of each school year, all new teachers will be provided additional support and training to ensure a successful school year.
 Accountability Area Targeted: State Assessment

Evaluation Data Sources: Student achievement data, T-TESS data, teacher retention

Summative Evaluation: Met Objective











| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: All teachers who are new to the district will participate in Effective Teaching Practices (ETP) staff development. The campus conducts meetings with new staff regularly through the year to provide support via our New Teacher training. Teacher Quality Strategy's Expected Result/Impact: ETP completion Sign in Staff Responsible for Monitoring: Principal, Peer Facilitators Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: All teachers new to our building are assigned a mentor or buddy depending on level of experience. Strategy's Expected Result/Impact: Assignment made and collaboration facilitated through meetings. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Faculty and staff members will demonstrate ownership for decision making regularly throughout each school year through faculty meetings, SBDM, and Leadership Cadre. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Participation in meetings.

Summative Evaluation: Significant progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Staff development activities are based on teacher input and campus needs. CSF Teacher Quality, Small-Group support in ELL and SPED in all areas Strategy's Expected Result/Impact: SBDM Minutes and Professional development plan. Staff Responsible for Monitoring: Principal, AP's TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will participate weekly grade level/faculty meeting to promote professional communication and collaboration on our campus. CSF Teacher Quality, Small-Group support in ELL and SPED in all areas Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: Campus leaders will be trained to lead Professional Learning Communities (PLC), and promote a positive school culture.

Evaluation Data Sources: Attendance at district and national training venues, participation in book studies.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administrative team will participate in book studies to increase the effectiveness of the team and campus. Strategy's Expected Result/Impact: Shared leadership on campus and in the district Staff Responsible for Monitoring: Principal Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Campus Leadership team will meet monthly to review data, plan, collaborate and work on growth Strategy's Expected Result/Impact: Agenda, Minutes, Data Protocol Staff Responsible for Monitoring: Principal, Leadership team members Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: During each school year parents are given the opportunity to participate in at least six student/parent events. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Attendance as noted on rosters

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Calendar, advertise, and promote attendance at Orientation, Open House, Family Literacy Night, Report Card pick up, Holiday Luncheon, Awards Ceremony, and extracurricular activities. Strategy's Expected Result/Impact: Attendance at events Staff Responsible for Monitoring: Administrators, Parent Coordinator Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - 3669.61, - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: Parents will have access to multiple training opportunities. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Participation and attendance of parent events.








Summative Evaluation: Met Objective

Goal 5: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: SJI bring in community and business leaders to promote college and career awareness. Accountability Area Targeted: State Assessment

Evaluation Data Sources: At least 30 volunteers participate in Career Day

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Faculty and Staff will seek individuals to participate in career day. Strategy's Expected Result/Impact: Career Day Participants Staff Responsible for Monitoring: Counselor Funding Sources: - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 2: Business partners will be sought annually to support the San Jacinto Invitational, which is a school wide fundraiser. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Maintain or increase the number of business partners

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: San Jacinto Invitational committee members and faculty and staff will seek donations for the tournament. CSF: Family Engagement Strategy's Expected Result/Impact: Increase donations for tournament supplies. Staff Responsible for Monitoring: Chairperson of the Committee. | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 3: San Jacinto has established a clear line of communication to parents via Facebook, Instagram, and Twitter. Students and Parents are up to date with weekly events and can access resources.

Evaluation Data Sources: Increase the number of parents on our Facebook from 60% to 65%.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Campus has registered an account on Instagram, Facebook, and Twitter to share resources, updates, and highlights with parents. Strategy's Expected Result/Impact: Increase the number of parents involvement and communication. Staff Responsible for Monitoring: Principal, Peer Facilitator Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 6: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: The campus will monitor technology needs annually. Accountability Area Targeted: State Assessment.

Evaluation Data Sources: Inventory assessment and strategic deployment of resources.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Conduct inventory twice each school year and identify any nonworking or outdated technology assets. CSF Use of Quality Data Strategy's Expected Result/Impact: Classrooms equipped with working technology and non working technology is removed via IAT process. Inventory Google Doc Lawson Report Staff Responsible for Monitoring: Inventory and Technology Liaisons Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Campus will purchase licenses to maintain technology support on campus. Plan 4 Learning Funding Sources: Plan for Learning - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 2: All teachers and administrators will attend technology training to enhance their ability to integrate technology into San Jacinto Intermediate's daily operations. Accountability Area Targeted: State Assessment

Evaluation Data Sources: Evidence of efficient and effect use of technology in classrooms and business offices.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Technology training for all members of the learning community (faculty, staff, and students). Including but not limited to ongoing technology training each grading period, summer technology training provided by our district, TCEA, online training opportunities. Strategy's Expected Result/Impact: attendance at training, and implementation of new skills Staff Responsible for Monitoring: Principal, Technology Liaisons Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Schneider Middle School

2020-2021 Formative Review



Mission Statement

Rick Schneider Middle School's mission is to provide opportunities for academics, social, and emotional growth and development of our students through innovative curriculum and programs given by qualified and caring teachers and staff in a 21st century classroom environment.

Vision

Our vision for the future of our students is for them to obtain their high school diploma and to be self-responsible, contributing, productive members of our community with the ability to attend college and/or pursue the career of their dreams.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals








Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, district staff development instruction, and rigor, relevance, and relationship principles will ensure that performance of all students, including our targeted student subgroups, will meet or surpass the district and state average performance and show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments.

Evaluation Data Sources: School visit documentations, lesson plans, campus and district staff development logs and agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Conduct Campus Visits and Coaching by Associate Superintendents, Instructional Specialists and Curriculum & Instructional Directors. This strategy includes materials for Instructional Rounds and Classroom Walkthroughs. Strategy's Expected Result/Impact: School visit logs; Summit Learning Connect team visits; feedback to campus administrators Staff Responsible for Monitoring: Powell, Parmer, Hickman, Jones, ATS District Team Members, Christy Foster and Summit Learning Mentors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement a graduated, content-specific instructional plan for all courses in grades Pre-K to 12. [Focus Areas in Additional Target Supports - All Students, Hispanic Subpopulation of Students, and Economically Disadvantaged students) Strategy's Expected Result/Impact: Written curriculum, Aligned curriculum documents in Eduphoria; Summit Learning Platform. Staff Responsible for Monitoring: Hickman, C&I Directors, and Instructional Specialists Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: Implementation of the district curriculum, research based strategies including supplemental aides and manipulatives, and district staff development topics/presentations will ensure that our students will meet or surpass the district and state average performance and show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments. This strategy also includes several positions which support instruction, and are paid through Title 1 funds.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, STAAR scores, Skyward Classroom Average Grades and Failure Rate Reports, PLC Minutes/Planning Logs ; SMART Goals; MAP Test data; Summit Learning Platform data - Project Focus Areas (PFAs); Cognitive Skills; Concept Unit Scores; Mentoring Data;</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Peer Facilitators, PLC Leaders, GLT Leaders, and Classroom Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Payroll Costs for 2 Title I Instructional Aides with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$59,459.88, Payroll Costs for 2 Campus Coaches (Peer Facilitators) Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$159,333.67, Student Supplies and Needed Technology Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$6,024.23</p> | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |










Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.










Performance Objective 2: Students including targeted subgroups of students (Special Education, Limited English Proficiency, Gifted and Talented, Economically Disadvantaged, and Subpopulations based on Ethnicity) will meet or surpass the district and state average performance and show academic progress/growth on the Reading, Math, and Science portions of the STAAR state assessments and in Social Studies curriculum and instruction .











Evaluation Data Sources: Mock STAAR AWARE reports; STAAR State Reports; PBMAS State Reports; TELPAS State Reports; MAP Test Results; Summit Learning Platform Data;

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 1: Teachers will meet in Grade Level Teams (GLT) continuously review, analyze, and disaggregate campus student data past and present to determine current student needs.</p> <p>Strategy's Expected Result/Impact: Basecamp Workshop Small Groups; Lesson Plans;</p> <p>Staff Responsible for Monitoring: GLT Team Leaders, GLT Administrators, Campus Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Substitutes for Teacher Planning Days (as needed) - State Compensatory Funds - 199.11.6112.000.142.024.000 - \$580</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| <p>Strategy 2: Teachers will participate in grade level, content area PLC meetings to align curriculum, implement data protocol discussions, assess student needs, share resources, and ideas in order to monitor student academic progress and align the curriculum and instruction.</p> <p>Strategy's Expected Result/Impact: PLC Meeting Agendas and Meeting Minutes; Lesson Plans; AWARE Reports; Minutes from Data Discussions; Summit Learning Platform</p> <p>Staff Responsible for Monitoring: PLC Team Teachers, PLC Administrator, Campus Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Extended Day, Before and After School Tutorials, Basecamp Workshop Small Group PIE time, and/or Reading Intervention classes will assist below grade level students in meeting or surpassing the district and state average performance on the Reading, Math, and Science portion of the STAAR state assessment through tutorials and targeted enrichment by student, by standard.</p> <p>Strategy's Expected Result/Impact: Student Group Improvement, Progress & Growth on STAAR Assessment; Lesson Plans; AWARE data; formative and summative assessments; Summit Learning Platform data</p> <p>Staff Responsible for Monitoring: Teachers, Admin Team, Campus Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Salaries or Wages for Teachers and Other Professional Personnel for Extended Day - Extended Day/Tutorial - 199.11.142.024.000.6118 - \$7,010</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Maintain a high quality and diverse selection of library books and/or magazines for students to read a minimum of thirty minutes daily in self-selected reading materials. Strategy's Expected Result/Impact: Library Circulation Reports; Student Use of Books, Magazines, and Supplies, Walkthroughs, Library Scheduled Classroom Visits, and Lesson Plans; Staff Responsible for Monitoring: Librarian, Teachers, Administrators, Reading Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Books and Reading Materials - State Compensatory Funds - 199.11.142.024.142.6329 - \$4,388, Over Drive Extra E-Books for Middle Schools - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,000, Extra Funds for Library Books, E-Books, Resources, and Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$2,044.28 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Teachers will support and supplement the ELAR TEKS district vertically aligned curriculum and Summit Learning Platform Instructional resources with Reading and Writing instructional supplies and materials. Strategy's Expected Result/Impact: Increase in student academic performance and progress/growth measure especially in targeted subpopulations of: All Students, Hispanic subpopulation of Students, and Economically Disadvantaged Students Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Coach, ELAR Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Instructional Materials for ELAR - My On Grant - Campus Portion - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$2,500, Instructional Materials for ELAR - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$2,000, Spell City Instructional Program for Reading Intervention Students - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will support and supplement the Mathematics TEKS district vertically aligned curriculum and the Summit Learning platform Instructional resources with Math instructional supplies and materials including resources such as: Dream Box and Class Kick technology programs. Strategy's Expected Result/Impact: Increase in student academic performance and progress/growth measure especially in targeted subpopulations of: All Students, Hispanic subpopulation of Students, and Economically Disadvantaged Students; Fluency and Growth in Math concepts; Staff Responsible for Monitoring: Principal, Assistant Principals, Math Campus Coach; Math Teachers; Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy Funding Sources: Instructional Materials for Math - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,000, Class Kick Instructional Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$749 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| <p>Strategy 7: Teachers will support and supplement the Science TEKS district vertically aligned curriculum and Summit Learning Platform Instructional Resources with Science instructional supplies and materials including resources for Laboratory and Demonstration activities and EduSmart technology resources.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance and progress/growth measure especially in targeted subpopulations of: All Students, Hispanic subpopulation of Students, and Economically Disadvantaged Students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Science Campus Coach, Science Teachers;</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: EduSmart - Instructional Technology License for Science - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$3,500, Science Laboratory Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,500</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| <p>Strategy 8: Teachers will support and supplement the Social Studies TEKS district vertically aligned curriculum and Summit Learning Platform instructional resources including the needed resources for the Personalized Learning projects.</p> <p>Strategy's Expected Result/Impact: Increase in student academic performance and progress/growth measure especially in targeted subpopulations of: All Students, Hispanic subpopulation of Students, and Economically Disadvantaged Students</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, SS Campus Coach, Social Studies Teachers</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p> <p>Funding Sources: Instructional Materials for Social Studies - Novels for ELAR and SS Projects - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$2,000</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| <p>Strategy 9: Teachers will support and supplement the Visual Art TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials.</p> <p>Strategy's Expected Result/Impact: Increase in student technique, support vertical alignment through Art TEKS instruction.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Campus Coaches, District Visual Art Instructional Specialist</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Instructional and Consumable Materials for Visual Arts - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,500</p> | Formative | | |
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








| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Teachers will support and supplement the Physical Education TEKS district vertically aligned curriculum and scope and sequence with instructional supplies and materials. Strategy's Expected Result/Impact: Increase in student technique, support vertical alignment through Physical Education TEKS instruction. Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Coaches, District Instructional Specialist(s) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Materials for Physical Education - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,500 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Counselor or Office General Supplies are needed to conduct business and instruction. Strategy's Expected Result/Impact: Assist all staff members in delivering quality instruction and completing their day-to-day job functions. Staff Responsible for Monitoring: Principal Funding Sources: Counseling or Office Area General Supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6396 - \$1,000 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.

Performance Objective 3: Limited English Proficient students will meet or surpass state average LEP performance on the Reading, Math, and Science portion of the STAAR state assessment.

Evaluation Data Sources: STAAR State Report; TAPR Report; AYP Report; TELPAS Report

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide instructional resources for all ELL students to promote academic progress and growth with continued English language acquisition in heterogeneously grouped classes. Ensure that Bilingual, ESL, Migrant program guidelines are followed to ensure appropriate program placement. Strategy's Expected Result/Impact: LPAC Minutes, TELPAS Scores, TAPR Report data, LEP Students will make expected or accelerated progress in growth and the English language acquisition. Staff Responsible for Monitoring: LPAC Administrator, Master List Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide practice using System 44 and Read 180 software for Recent Immigrant students (District purchases licenses) and ensure that the Recent Immigrant students are progressing and assimilating through the academic support they receive in their immersed classes. Strategy's Expected Result/Impact: System 44 and Read 180 reports; STAAR Summary Report; TELPAS Reports Staff Responsible for Monitoring: Campus Coaches; Bilingual and ESL Teachers; Campus Bilingual Intervention Teacher; Title I Instructional Aides Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participation in the AVID Elementary program and in the AVID Excel elective program will increase awareness of scholarly student strategies and will increase student organization and responsibility in learning. Strategy's Expected Result/Impact: Lesson Plans; Walkthroughs; AVID Site Visits by District and AVID Representatives; Staff Responsible for Monitoring: AVID Excel Elective Teacher; AVID Administrator; Principals, Assistant Principals, Campus Coaches | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.

Performance Objective 4: Special Education students will meet or surpass state average Special Education performance on the Reading, Math, and Science Portion of the STAAR state assessment.

Evaluation Data Sources: STAAR State Report; AEIS Report; AYP Report

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Ensure Special Education students are provided their ARD committee designated accommodations and modifications according to their individual education plan (IEP) in the least restrictive classroom setting. Support and curriculum/instructional access for eligible special education students will be provided through Resource, Support Facilitation, SUCCESS, ABLE, and/or BSS classroom settings as deemed appropriate through diagnostic testing and ARD committee decision(s). Strategy's Expected Result/Impact: ESpEd Reports, ARD paperwork, Support Facilitation logs, Skyward, Summit Learning Platform data; Classroom work and progress Staff Responsible for Monitoring: Campus Diagnostician, Administrators, Special Education Teachers, Case Managers, Support Facilitation Teachers, Title I, and Instructional Aides, Regular Education teachers, ARD Committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct IEP reviews each nine weeks to ensure appropriate progress is documented for Special Education students. Strategy's Expected Result/Impact: ESpEd Progress Notes and Reports; Progress Reports Communicated to Parents; Staff Responsible for Monitoring: Special Education Case Managers; Regular Education Teachers, Special Education Supervisor - Assistant Principal; Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1 Funding Sources: Substitute Teachers; Materials - State Compensatory Funds - 199.11.6112.000.142.024.000 - \$580 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.

Performance Objective 5: G/T students will meet or surpass state average G/T performance on the Reading, Math, and Science Portion of the STAAR state assessment.

Evaluation Data Sources: STAAR Summary Report

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students opportunities to participate in the G/T Performance Standards project. Strategy's Expected Result/Impact: Completed Standards Projects Staff Responsible for Monitoring: G/T Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure G/T identification procedures remain free from bias and a structured G/T planned experience schedule is planned and enacted. Strategy's Expected Result/Impact: G/T Planned Experience Records Staff Responsible for Monitoring: G/T Counselors; Principal; All Regular Education Homerooms; Gifted and Talented Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 1: We will ensure rigorous curriculum and meaningful learning experiences through innovative learning environments that meet the individual needs of each student by the standards they need and enrich them through the standards they have already mastered.














Performance Objective 6: Students' social and emotional well being, including safety and health, will improve.

Evaluation Data Sources: Foundations Survey; Fitness Gram, Clinic Records, Participation in campus events and activities, including Anti-Bullying Week, Clubs, Attitude of Gratitude, Red Ribbon Week, and other SEL activities.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students will participate in Greek Week activities in order to learn: classroom procedures and expectations, campus and district discipline policy, create classroom social contracts, and build rapport with teachers through team building activities. Strategy's Expected Result/Impact: Lesson Plans; Walkthroughs Staff Responsible for Monitoring: Administrative Team, Peer Facilitators, PLC Leaders, Teacher Mentors and Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: The Foundations Team will participate in Safe and Civil schools (PBIS) training and will provide CHAMPS training and updates to ensure a safe and orderly school environment. Strategy's Expected Result/Impact: Common Area Observation Documentation; Professional Development; Foundations Communication; Faculty Meeting Agendas; Walkthroughs; New Teacher Training Staff Responsible for Monitoring: Foundations Team Administrator, Foundations Team Committee Leader, Administrators, Counselors, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide students, parents, and teachers drug prevention information and activities during Red Ribbon Week, Anti-Bullying Week, Say Hello Week, Attitude of Gratitude, and other character education activities. Strategy's Expected Result/Impact: Red Ribbon Week; Guidance Lessons, Anti-Bullying Week; Say Hello Week; Attitude of Gratitude Week Staff Responsible for Monitoring: Counselors, Principal, Assistant Principals Funding Sources: Instructional Materials, Student Materials - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.011.142.6399 - \$1,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in monthly fire drills and other crisis drills to ensure student safety and a proactive response to crisis situations. Strategy's Expected Result/Impact: Yearly Drill Report; AED Drills and Paperwork; Emergency Response Team Committee training and paperwork Staff Responsible for Monitoring: Administrators, Counselors, and Peer Facilitators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide teachers continued Professional Development strategies for relationship building purposes with students through Climate and Culture meetings and student lessons. Strategy's Expected Result/Impact: Training Materials; Sign-In Sheets; Walkthroughs; Use of Conscious Discipline Books, PLC Training, and/or Student Lesson Materials Staff Responsible for Monitoring: Counselors, Administrators, PLC Leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Students and Teachers will have the opportunity to participate in a Coordinated Health program integrating health related activities with promoting an overall healthy lifestyle and choices. Strategy's Expected Result/Impact: Fitness Gram Reports; Lesson Plans; Walkthroughs, Middle School Student Sport Leagues Staff Responsible for Monitoring: P. E. Teachers, CHAC Campus Coordinator, Principal, School Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: W.A.V.E. School-Based Health Clinic will provide services so that prompt attention and care can be administered to students as needed. Strategy's Expected Result/Impact: W.A.V.E. Clinic Referral Report; Attendance Reports Staff Responsible for Monitoring: Nurse and Counselors Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Fifth and Sixth Grade students and families will have the opportunity to participate in Meet the Teacher Events in order to assist and support them with transition from elementary to middle school. Strategy's Expected Result/Impact: Meet the Teacher Sign-In Sheets Staff Responsible for Monitoring: Counselors, HR Teachers, Administrators, PLC Leaders, Fine Arts, Special Education Teachers and Instructional Aides Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.1, 3.2 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will provide additional support and structures to assist all students in their academic, behavioral, and social emotional well being.

Performance Objective 1: Monitor and improve student attendance rate to 97%.

Evaluation Data Sources: AYP Reports; TAPR Report; District Attendance Reports

Summative Evaluation: Exceeded Objective




| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Monitor daily attendance reporting during the ADA period to ensure accuracy in state reporting. Strategy's Expected Result/Impact: Through monitoring teacher accuracy in reporting student daily attendance (ADA) and through teacher communication to parents/guardians, student attendance rates will increase. When student attendance increases, academic performance and acquired learning increases. Staff Responsible for Monitoring: Campus Attendance Administrators, Counselors, Communities In Schools Case Worker, Parent Coordinator, and Campus Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will provide additional support and structures to assist all students in their academic, behavioral, and social emotional well being.

Performance Objective 2: Identified students will receive Intervention services/strategies through the use of RTI and Tier 3 program support in order to assist the student in closing academic gaps in his/her learning and/or improve behavioral choices and decisions.

Evaluation Data Sources: STAAR Summary Report; IAT Data and Reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: The Title I Dyslexia Intervention Teacher and Intervention Team will meet regularly with the GLT teams in order to identify students in need of intervention, to follow-up on students currently in Tier III intervention, and to consider students for Special Education, Dyslexia, or Section 504 services if previous intervention strategies were unsuccessful. Strategy's Expected Result/Impact: Teacher Feedback forms and IAT Notes; E-SPED Intervention notes and reports; Summit Learning Platform data; Staff Responsible for Monitoring: IAT Chairperson; IAT Administrator; Campus Coaches; Classroom Teacher input Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: Salary for Title I Dyslexia/Intervention Teacher with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.000.142.6119 - \$73,074.79 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: The Behavior Response Team (BRT) will be contacted and will work with our students, parents, and campus staff when behavioral needs arise. Strategy's Expected Result/Impact: Documented Intervention and Student Progress Staff Responsible for Monitoring: IAT & BRT Campus Assigned District Representative; Counselors; Administrators; Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide additional support and structures to assist all students in their academic, behavioral, and social emotional well being.

Performance Objective 3: The Communities In Schools (CIS) Program will provide academic enrichment for identified At-Risk students and continued social needs and support for identified families.

Evaluation Data Sources: STAAR Summary Report; CIS logs;

Summative Evaluation: Met Objective






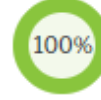




| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: CIS will provide social services and supportive guidance for students and families in need. Strategy's Expected Result/Impact: CIS Services Reports Staff Responsible for Monitoring: CIS Case Manager; CIS VOCA Counselor; Parent Coordinator; Counselors; Campus Principal and Administrative Team Funding Sources: Communities In Schools Budget - 199 - General Fund - \$3,500 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of teachers on the campus will meet highly qualified status.

Evaluation Data Sources: Human Resources Highly Qualified Report

Summative Evaluation: Significant progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We have high expectations for all staff, including the staff that are categorized and hired with State Compensatory Education funds. Strategy's Expected Result/Impact: High expectations for staff members translates into academic success for all students. Staff Responsible for Monitoring: Principal and Assistant Principals Funding Sources: Salaries - Teachers and Other Professionals - State Compensatory Funds - 199.11.142.024.000.6119 - \$114,945 , Medicare - State Compensatory Funds - 199.11.142.024.000.6141 - \$1,667, Group Health and Life Insurance - State Compensatory Funds - 199.11.142.024.000.6142 - \$18,909, Teacher Retirement/TRS Care - State Compensatory Funds - 199.11.142.024.000.6146 - \$7,816 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 100% of new teachers will be provided a formal/informal mentor and will be provided support and training throughout the year. Strategy's Expected Result/Impact: New Teacher Center and Mentor Program provided documentation, paperwork and assignments Staff Responsible for Monitoring: Principal; Assistant Principals; Counselors, Campus Coaches; Campus Master Mentor; Mentor Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Provide professional development based on the Comprehensive Needs Assessment as approved by the campus Site Based Decision Making Team and/or required by the district by the end of the school year.

Evaluation Data Sources: Eduphoria Professional Development Portfolio; Sign-In Sheets; SBDM logs and agendas; staff surveys

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The administrative team along with our Campus Improvement Team will utilize the Campus Improvement Plan to make all funding and purchasing decisions. This strategy includes cost of the Plan 4 Learning CIP Software. Strategy's Expected Result/Impact: Campus Improvement Team Agendas and Sign-in Sheets; Campus Improvement Plan Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Improvement Team Funding Sources: Plan 4 Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142..011.142.6325 - \$536.84 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: The Counselors will continue their own professional growth and will participate in continued Professional Development. Strategy's Expected Result/Impact: Continued Professional Development; Presentations to educate staff in social and emotional learning and resources Staff Responsible for Monitoring: Principal, Counselors Funding Sources: Counselor Training Costs and State Travel - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6411 - \$1,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: The Administrative team will continue their own professional growth and will participate in continued Professional Development opportunities. Strategy's Expected Result/Impact: Continued Professional Development; Presentations to educate staff which will translate into student academic growth. Staff Responsible for Monitoring: Principal, Assistant Principals Funding Sources: Admin Team Training and Travel - 211 - Title 1 A - Economically Disadvantaged Study - 211.23.142.011.142.6411 - \$1,500 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Provide parents the opportunity to participate in training and activities.

Evaluation Data Sources: Parent Sign-In Sheets, Agendas, Spartan campus calendar

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Implement planned events and workshops in order to bridge the gap between home and school so that the parents will take proactive, positive steps along with the campus to ensure that their child is academically, physically, and emotionally successful. This strategy includes the Title I Counselor/Parent Coordinator Salary with Benefits. Strategy's Expected Result/Impact: Parent Event Sign-Ins, Surveys, Monthly Student and Campus Calendars Staff Responsible for Monitoring: Parent Coordinator/Counselor; CIS Case Worker; Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 Funding Sources: Title I Counselor/Parent Coordinator with Benefits - 211 - Title 1 A - Economically Disadvantaged Study - 211.11.142.024.000.6119 - \$21,492.93 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create and sustain an inviting Parent Center space for Parent Events and Training/Activities Strategy's Expected Result/Impact: Increased Parent Participation in training events and volunteer activities Staff Responsible for Monitoring: Principal, Assistant Principals, and Counselors Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 Funding Sources: Training Supplies and Food Costs for Parenting Sessions - 211 - Title 1 A - Economically Disadvantaged Study - 211.61.142.011.142.6499 - \$1,500 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: Provide parents access to parenting resources, electronic resources, social services support, and campus communication.

Evaluation Data Sources: CIS State Reports; Parent Survey

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|-----|
| Strategy 1: Increase and vary communication and parental resources through the use of Social Media sources such as: the school website, Facebook page, Instagram page, Twitter page, Skylert School Messenger, Skylert Parent and Student Grade Communication, Connect, Class Dojo, and Remind texting service. | Formative | | |
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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Strategy's Expected Result/Impact: Evidence of Parent Use of Various Technologies; Event Sign-In Sheets Staff Responsible for Monitoring: Technology Liaison; Counselors; Principal Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 |  |  |  |
| | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 5: We will pursue vital and ongoing relationships with business and community partners.

Performance Objective 1: Increase business/community support and participation on the campus.

Evaluation Data Sources: Parent Sign-In Sheet; Corporate Donations; Volunteer Sign-In Sheets

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Request business/community support and sponsorship for various school activities such as; Parent workshops; Family Nights for Literacy, Math & Science; and End of Year Carnival Strategy's Expected Result/Impact: Volunteer Report Staff Responsible for Monitoring: Principal, Assistant Principals, CIS Case Worker, Parent Coordinator, Campus Coaches and Counselors Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Shaw Middle School

2020-2021 Formative Review



Mission Statement

The Bobby Shaw Middle School community is dedicated to providing opportunities for academic, social, and emotional development of our students through innovative curriculum based on best practices enabling them to achieve their greatest potential in a global society.

Vision

At Shaw Middle School, every student receives excellent instruction in every class every day.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.


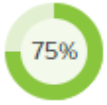



Performance Objective 1: Shaw Middle School students will show a 5% improvement in scores from the 2019 STAAR to the 2021 STAAR.










Targeted or ESF High Priority









Evaluation Data Sources: 2021 mock staar data and 2019 - 21 data comparison for STAAR














Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: results will arrive in 2 months at conclusion of testing

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will utilize data during planning to focus on low SEs and use standard clarfications and the Lead4ward pages to improve instruction for low SEs. Strategy's Expected Result/Impact: Department Meeting Agendas Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will participate in PLC to align resources to SEs, share resources, and discuss how to utilize available resources on campus. Strategy's Expected Result/Impact: Department Meeting Agendas and Sign-in Sheets, Lesson Plans Staff Responsible for Monitoring: Department Chairs, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study, resources - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Peer Facilitators will meet with departments to assess resources needed to effectively implement the curriculum. Strategy's Expected Result/Impact: Requisition forms Staff Responsible for Monitoring: Peer Facilitators, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide intervention to students at-risk of failing the STAAR assessment in reading, math, or science. (SG Science/Special Ed) Strategy's Expected Result/Impact: STAAR results, Common Assessments, and CBA Staff Responsible for Monitoring: PF - tutors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: tutor - State Compensatory Funds, teacher - dait - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide support to migrant students and students designated homeless through McKinney-Vento. Strategy's Expected Result/Impact: Tutorial sign-in sheets, uniform voucher forms Staff Responsible for Monitoring: Administrators, McKinney Campus Case Manager, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 6: Use MAP and platform data to target low SEs to drive instruction and form flexible groups for small group instruction based on SEs. Strategy's Expected Result/Impact: Common assessment data in AWARE Staff Responsible for Monitoring: Department Chairs, Administrators, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Scheduling for Level I and II students were scheduled specifically in groups to help with the implementation of ESL strategies. Strategy's Expected Result/Impact: increased learning and language acquisition Staff Responsible for Monitoring: counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: tutors and materials - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Personnel utilized to meet the needs of at-risk students Strategy's Expected Result/Impact: Achievement scores Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: substitutes utilized for staff members to receive training to meet the needs of at-risk students. Strategy's Expected Result/Impact: achievement scores Staff Responsible for Monitoring: campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide substitutes, trainings, and instructional supplies in order to meet the needs of at-risk students. Strategy's Expected Result/Impact: achievement scores Staff Responsible for Monitoring: campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Utilize Plan4Learning software to develop and monitor the campus improvement plan. Strategy's Expected Result/Impact: Developed Campus Improvement Plan Staff Responsible for Monitoring: Hickman Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: Software agreement - State Compensatory Funds | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: Students identified gifted and talented and identified Pre-AP will surpass the district average on CBAs and STAAR

Evaluation Data Sources: STAAR results and CBA results

Summative Evaluation: Met Objective

Next Year's Recommendation: maintain the goal

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students. Strategy's Expected Result/Impact: Class schedules Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to participate in Texas Performance Standards Projects. Strategy's Expected Result/Impact: Student work products Staff Responsible for Monitoring: GT Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use common assessments set at a higher passing standard and follow the district pre-ap curriculum. Strategy's Expected Result/Impact: Common assessment data Staff Responsible for Monitoring: Pre-AP teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

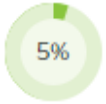









Performance Objective 3: Identified LEP students will score within 10 points on common assessments, CBAs, and STAAR as compared to non-LEP students.

Evaluation Data Sources: CBA results and STAAR results

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: narrow the margin to 5%

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilization of ESL strategies in every class and implementation of ELPS. Strategy's Expected Result/Impact: Classroom observations, lesson plans, data from common assessments, CBAs Staff Responsible for Monitoring: Teachers,Bilingual Support Facilitator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Master schedule accommodates linguistic differences to provide equal access to the curriculum. Strategy's Expected Result/Impact: Common assessment data, CBA data Staff Responsible for Monitoring: Bilingual teachers, teachers, bilingual support teacher, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: The bilingual department will provide staff development on SIOP strategies for the classroom. Strategy's Expected Result/Impact: Staff Development sign in sheet Staff Responsible for Monitoring: campus coach and ap Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Substitutes utilized for staff members to receive training to meet the needs of LEP/ESL students. Strategy's Expected Result/Impact: Achievement Scores Staff Responsible for Monitoring: Campus administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 263 - Title III A - Bilingual Education, Language | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: Special education students will achieve at or more than a grade level growth as determined by Section 2 of State Accountability.

Evaluation Data Sources: STAAR Reports, AEIS Reports, AYP Reports, CBA data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Ensure special education instructional accommodations, IEP goals and objectives, and testing accommodations are implemented. (SG Science/Special Ed) Strategy's Expected Result/Impact: eSPED Reports; progress on goals and objectives Staff Responsible for Monitoring: Special Education teachers/Case Managers, general education teachers, administration, campus LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: EXCEED Reports Staff Responsible for Monitoring: Campus LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: EXCEED Reports Staff Responsible for Monitoring: Campus LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR M/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Accommodated an STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: eSPED Reports Staff Responsible for Monitoring: Campus LSSP, Special Education Teachers/Case Managers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.AC/u0080\u009d Strategy's Expected Result/Impact: Certificates of completion of courses Staff Responsible for Monitoring: Special Education Teachers/Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Through collaboration, teachers will provide intense, direct instruction in math, reading, social studies and science for special education students within the general education classroom in accordance with the students individual plan. Strategy's Expected Result/Impact: Common assessment data, CBA data, lesson plans Staff Responsible for Monitoring: Teachers, special education teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: Teach appropriate behaviors and expectations as identified by the PBIS team.

Evaluation Data Sources: Discipline Report

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: continue with current processes













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Require all teachers and professional staff to teach students lessons during Flight Weeks in regards to positive, appropriate behaviors. Strategy's Expected Result/Impact: Certificates of completion from eduphoria Staff Responsible for Monitoring: Administrators; counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide a Bully Box to students so they can report cases of bullying. Training will be provided during Flight Week. Strategy's Expected Result/Impact: Counselor sign-in sheets Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 3) Provide training to staff members on CD and CHAMPS. Strategy's Expected Result/Impact: decrease in the discipline referrals Staff Responsible for Monitoring: administrators and counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 6: Student achievement will be enhanced and supported by providing a coordinated school health program and a safe learning environment.

Evaluation Data Sources: Sign in Sheets at CATCH events, documentation of informational pamphlets and fitness calendars, surveys, FitnessGram

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students will participate in physical activities during physical education classes. Strategy's Expected Result/Impact: Lesson Plans, Walk-throughs Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will participate in physical education assessments including Fitnessgram. Strategy's Expected Result/Impact: Test results Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students in 5th and 6th grade will participate in BASIC Training curriculum which is the district approved human sexuality curriculum. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: PE Teachers, School Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will participate in Universal Breakfast Strategy's Expected Result/Impact: Number of students participating in universal breakfast by logging in with their PIN numbers. Staff Responsible for Monitoring: Cafeteria manager Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide homebound and pregnancy related services as needed. Strategy's Expected Result/Impact: Individual documentation of services Staff Responsible for Monitoring: Counselors, School Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Students will participate in Flight Week activities in order to: learn classroom procedures and expectations, learn about campus and district discipline policies, build rapport with teachers through team building activities, and learn all safety drills. Strategy's Expected Result/Impact: Flight Week Lesson Plans, Walk-throughs Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide classroom violence and bullying prevention lessons. Strategy's Expected Result/Impact: Classroom visit log Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide drug prevention information and activities. Strategy's Expected Result/Impact: Red Ribbon Week Activities, guidance lessons Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Participate in monthly fire drills and other crisis drills to ensure student safety. Strategy's Expected Result/Impact: Yearly Drill Log Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Attendance rate for 2020/21 will be 96.5%

Evaluation Data Sources: State reporting

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: In order to create a safe, civil and productive environment, Shaw MS will implement CHAMPs, Guidelines for Success, routines and procedures taught during Flight Week and revisited as needed. Strategy's Expected Result/Impact: Mizuni report every 9 weeks Staff Responsible for Monitoring: Administrators, Teachers--All Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor daily attendance reporting to ensure accuracy in state reporting. Strategy's Expected Result/Impact: Emails, Documentation of non-compliance Staff Responsible for Monitoring: Campus Attendance Administrator, Attendance Clerk, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Call students who are absent after three consecutive days. Strategy's Expected Result/Impact: Parent contact logs/Mizuni Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Recognize students with Perfect Attendance with certificates Strategy's Expected Result/Impact: Academic Pep Rally certificates Staff Responsible for Monitoring: Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: counseling groups for motivation, lunch groups, and home visits for students with consecutive absences. Strategy's Expected Result/Impact: Sign in sheets from counseling groups Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: Small group and intervention pulls for tracking improvement on Essential SE's.

Evaluation Data Sources: Anchor time - tracking of attendance sheets and assessment data

Summative Evaluation: Met Objective









| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: intervention and small group time will be used for targeted small group instruction, flexible grouping, math practice, and in school tutorials for at-risk students. Strategy's Expected Result/Impact: AT Tutorial Sign-in Sheets Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Identified Tier II students will be provided targeted small group instruction. Strategy's Expected Result/Impact: Progress monitoring, common assessment data, CBA data Staff Responsible for Monitoring: PFs, IAT Team, AT teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: 100% of 6th grade students will participate in the Kids 2 College Program.

Evaluation Data Sources: Kids 2 College Survey

Summative Evaluation: No progress made toward meeting Objective







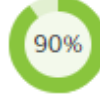







| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Social Studies teachers will teach the Kids 2 College curriculum to all classes. Strategy's Expected Result/Impact: Kids 2 College Survey Staff Responsible for Monitoring: SS Teachers, Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide college week activities to all students to expose them to information about attending college. Strategy's Expected Result/Impact: College Week Activity Schedule Staff Responsible for Monitoring: Teachers, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of new teachers will receive staff development and support with campus expectations.

Evaluation Data Sources: Sign in sheets, meeting agenda, mentor documentation

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: New teachers will participate in New Teacher Academy that will provide timely training and support. Strategy's Expected Result/Impact: Sign in sheets, meeting agendas Staff Responsible for Monitoring: Principal, Assistant Principals, Mentors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: New teachers will receive a mentor to provide support and assistance in all areas. Strategy's Expected Result/Impact: Mentor documentation Staff Responsible for Monitoring: Principal, Assistant Principals, Mentors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: New teachers will receive training in school-wide instructional strategies and CHAMPs. Strategy's Expected Result/Impact: Sign-in sheets, meeting agendas, walk-throughs Staff Responsible for Monitoring: Principal, Assistant Principals, Mentors, PFs Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: We will hire school personnel to effectively meet the needs of at-risk students. Strategy's Expected Result/Impact: achievement scores Staff Responsible for Monitoring: campus administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: teachers and staff - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: 100% of new teachers will be provided a mentor by September of the new school year.

Evaluation Data Sources: Mentor assignments provided by the ATCP office.

Summative Evaluation: Met Objective


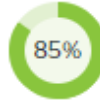




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Host New Teacher Orientation/Luncheon for new teachers, mentors, and team leaders in order to orient and train teachers new to the campus prior to the first day on duty. Strategy's Expected Result/Impact: New Teacher Orientation agenda, sign-in sheet, and survey Staff Responsible for Monitoring: Principal, Assistant Principals, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentor training throughout the year in order to maximize support for mentors who are supporting new teachers. Strategy's Expected Result/Impact: Mentor Meeting Agenda, sign-in sheets Staff Responsible for Monitoring: District Master Mentors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: 100% of teachers on campus will meet highly qualified status.

Evaluation Data Sources: Human Resources Highly Qualified Report

Summative Evaluation: Significant progress made toward meeting Objective



| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Hire highly qualified teachers to ensure student success. Strategy's Expected Result/Impact: HR Highly Qualified Report Staff Responsible for Monitoring: Principal, Interview Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |









Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Increase parent engagement/involvement in school related activities.

Evaluation Data Sources: Sign in sheets from parent events

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: Host Family Academic Night that focuses on parent and student engagement in activities in ELAR, Math, Science, and Social Studies Strategy's Expected Result/Impact: Sign in sheets from Family Academic Night Staff Responsible for Monitoring: Parent Involvement Committee Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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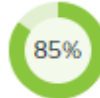
| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for parents to discuss academic performance and expectations with teachers at Report Card Conferences. Strategy's Expected Result/Impact: Sign in sheets from Report Card Conference Nights Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: parent coordinator - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Host Meet the Teacher Night/Student Orientation to transition students from elementary to middle school. Strategy's Expected Result/Impact: Meet the Teacher sign in sheets Staff Responsible for Monitoring: Counselors Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 2: Provide information about social and academic programs to parents in a variety of ways to 100% of students and parents.

Evaluation Data Sources: Program sign in sheets; distribution of information

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide updated information on the school website. Strategy's Expected Result/Impact: School website Staff Responsible for Monitoring: Assistant Principal/Webmaster Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide incoming 5th graders and their parents with back to school information. Strategy's Expected Result/Impact: Feeder School visit plans, Back to School orientation sign-in sheets Staff Responsible for Monitoring: Administrators, Counselors, Fine Arts Teachers Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Increase business/community support and participation on the campus.

Evaluation Data Sources: Career Day Sign-in Sheets, Corporate Donations, Volunteer Sign-in Sheets

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: Request business/community support and sponsorship for various school activities such as: Family Academic Night, Family Health and Fitness Night, Seahawk Fun Day. Strategy's Expected Result/Impact: Monthly volunteer donation report Staff Responsible for Monitoring: Parent Involvement Committee members, CATCH/Go Green Committee members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Shaw will grow as a 1 to 1 technology school and use a PL system for the 20/21 school year.

Evaluation Data Sources: TLA assessment report

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Shaw will send teachers to trainings in order to better facilitate 1 to 1 learning and knowledge of the Connect program. Strategy's Expected Result/Impact: developing 21st Century learners Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 2: Teachers will participate in Learning and Growing activities in the after school trainings

Evaluation Data Sources: after school trainings

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide technology training on campus. Strategy's Expected Result/Impact: Sign-in Sheets Staff Responsible for Monitoring: Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

South Belt Elementary

2020-2021 Formative Review



Mission Statement

The mission of South Belt Elementary and Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices.
- We will honor our country, our freedom and all those who protect and defend our constitutional rights.
- Family and community profoundly influence decisions individuals make.
- Everyone has purpose, worth, and dignity with immeasurable potential.
- Connecting with others and building positive, meaningful relationships is essential.
- Learning is instinctive, lifelong, and unique to the individual.
- Communication is pervasive, essential, ever-present, and multidimensional.
- We must provide a safe physical, emotional, and social environment to enhance the ability to learn.
- Diversity adds value to all areas of life.
- Change is inevitable for growth and success.
- Each person is responsible and accountable for the choices he or she makes.
- We must foster an environment of honesty and integrity.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocatable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

















Performance Objective 1: During the current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Pasadena Plus visit documentations, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades PK-4. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Administrators, PF, Team Leaders Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: BFU/Overtime/Fixed - 199 - General Fund - \$51,608 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards Strategy's Expected Result/Impact: Campus Staff Development Plan, agendas and sign in sheets Staff Responsible for Monitoring: Administrators, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: PF, Literacy Cohort, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use standardized rubrics for measuring response for all writing assignments and/or assessments of all content areas Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough Data Staff Responsible for Monitoring: PF, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Ensure that all science classes incorporate hands on and outdoor laboratory activities in alignment with new state Science TEKS Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough Data Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Use on-line databases, ebooks, books and other resources for specific TEKS. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Librarian, Tech Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, curriculum compacting, and use of leveled readers Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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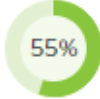











| Strategy 9 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Build and convene content area curriculum committees to share successful implementation of research based instructional practices Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Implement research based strategies on a daily basis that promotes a variety of learner engagement techniques Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough Data Staff Responsible for Monitoring: Teachers, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master schedules Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Schedule quarterly planning meeting with all grades to add data and monitor student progress. Strategy's Expected Result/Impact: Agenda, data sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: During the current year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Sources: Data workshop agendas and information, Eduphoria staff development logs, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless and Special Education students on state and national assessments Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Use data disaggregation to drive instruction Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development on data disaggregation and how the data will drive instruction Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Administer common assessments, reading inventories and Curriculum Based Assessments to all K-4h grade students, analyzed and use the data to create instructional groups to provide RTI and enrichment support. Strategy's Expected Result/Impact: Lesson Plans, data binders Staff Responsible for Monitoring: Instructional Coaches, Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Conduct data discussions with grade level PLC teams on individual students to make instructional adjustments to ensure student success. Strategy's Expected Result/Impact: Intervention Meeting Notes Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district wide initiatives, as well as providing differentiated levels of instruction for all staff. Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on a specific student expectations Strategy's Expected Result/Impact: Grading reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district wide grade and/or content appropriate retest standards Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner Strategy's Expected Result/Impact: Intervention Reports, Grading reports, Mizuni Staff Responsible for Monitoring: Teachers, Intervention Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Teachers will attend training opportunities for problem solving and higher level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: eduphoria, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide staff development on differentiation/scaffolding designed to meet the needs of every student. Strategy's Expected Result/Impact: Eduphoria, Staff Responsible for Monitoring: Instructional coaches, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Establish and support campus PLC's. Strategy's Expected Result/Impact: Sign in sheets, Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: During the current year, deliver staff development to all teachers and administrators that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for curriculum components needed to increase relevance Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Establish and support campus PLC's Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6:) Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plans, sign in sheets Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Throughout the current school year, reading initiatives designed to increase reading skills of all students will continue, as evidenced by exceeding state performance levels.

Evaluation Data Sources: Campus/District reading needs assessment, Eduphoria lesson plans, Campus Staff Development.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day Strategy's Expected Result/Impact: Walk through data Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide reading information to teachers regarding special reading needs of dyslexic students Strategy's Expected Result/Impact: Records of campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement to align reading materials to their instructional level Strategy's Expected Result/Impact: WRAP Assessment reports, Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development for reading strategies Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: PF, PISD Instructional Specialists Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide library books and online resources to support all learning styles Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: During the current school year, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT service and projects, AP class success rates and grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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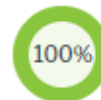






| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Participate in Texas Performance Standards Project Strategy's Expected Result/Impact: Participate in district-wide showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers Strategy's Expected Result/Impact: class rosters Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT Instructional Materials - 199 - General Fund - \$2,049 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Promote participation in the Duke Talent Search program in fourth grade Strategy's Expected Result/Impact: Number of participants in Duke Talent Search Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committees will develop plans for all students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Grading reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Compensatory Ed - State Compensatory Funds - \$1,312 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students Strategy's Expected Result/Impact: 504 reports, 504 student grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3:) Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Grading reports Staff Responsible for Monitoring: PF, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning Strategy's Expected Result/Impact: Extended Day/Year Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Campus Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$14,289.52, Title 1 Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study - \$78,946.03, Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$19,106.19, Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$27,289.64 | Formative | | |
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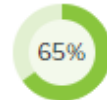
| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide additional and individualized support to parents of at risk students Strategy's Expected Result/Impact: Logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: At Risk - 199 - General Fund - \$2,893 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Hold intervention meetings every six weeks to review student data and progress monitoring reports, develop appropriate individualized or small group intervention support based on the collected data. Strategy's Expected Result/Impact: IAT Meeting notes Staff Responsible for Monitoring: Instructional coaches, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide intervention services through extended year programs, incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: End of Year report cards, AWARE data Staff Responsible for Monitoring: Administrators, campus coaches, classroom teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Extended Year - 199 - General Fund - \$6,780 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Daily tutorials (STEER Time) will be in the master schedule for each grade level in order to provide additional appropriate instructional support for students in need. Strategy's Expected Result/Impact: AWARE data Staff Responsible for Monitoring: Instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Administrators, Teachers, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2:) Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff Strategy's Expected Result/Impact: Teacher sign in sheets, agendas Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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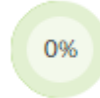
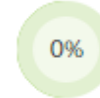


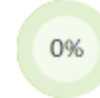



| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Administrators, counselors, Intervention Team, LSSP, District BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6:) Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members. Strategy's Expected Result/Impact: Guidelines for Success posters, reciting on daily announcements Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations. Strategy's Expected Result/Impact: Walk through data, posted expectations Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Throughout the current school year, coordinated school health plans will continue to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1:) Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators CHAC Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, lesson plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide Parent Education Opportunities for coordinated school health at each campus Strategy's Expected Result/Impact: Sign in sheets, agenda Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in a variety of events that promote healthy living, such as Walk for Sight, Walk for Diabetes, Autism Walk, Jump Rope for Heart, etc., and invite parents to attend. Strategy's Expected Result/Impact: Donation logs Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grading reports, intervention reports.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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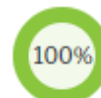
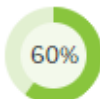






| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grading reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, grading reports Staff Responsible for Monitoring: Teachers, intervention chair and team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97.5% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report, attendance data

Summative Evaluation: Met Objective



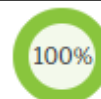
| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: CAA, nurse, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: CAA, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.
















Performance Objective 12: During the current school year, campus will work with district special education office to ensure the needs of all students are being met, including 100% compliance with all federal and state requirements.








Evaluation Data Sources: Texas Academic Performance Report, attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: LSSP, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Monitor sped evaluations to ensure initial referrals to special education are conducted within appropriate time lines. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: LSSP, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluations. Strategy's Expected Result/Impact: intervention documentation Staff Responsible for Monitoring: administrators, DAIT, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision Making Process for students with disabilities by 1) use of data from progress monitoring, CBA, etc to make determinations regarding state assessments and ensure progress, 2) ensure ARD documents clearly delineate the need for STAAR A/STAAR Alt (ie PLAFPs, IEPs, deliberations) and 3) utilizing district/state required STAAR A and STAAR Alt Participation Requirement forms. Strategy's Expected Result/Impact: STAAR A/Alt Participation Requirement forms Staff Responsible for Monitoring: administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: sign in sheets, restraint documentation Staff Responsible for Monitoring: administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to all campus facilities Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special education funding - 199 - General Fund - \$1,798 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: administrators, inclusion teachers, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Students meeting the requirements will be serviced in the general education classrooms through Support Facilitation, with IEP tutorials given during Steer Time by the support facilitation teacher. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: administrators, LSSP, special education teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Special education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Eduphoria Staff Responsible for Monitoring: Special programs, 504 personnel, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide technical support needed to administer the istation assessments that are required. Strategy's Expected Result/Impact: agendas, sign in sheets Staff Responsible for Monitoring: PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the 21st Century Classroom. Strategy's Expected Result/Impact: budget, inventory logs Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: lesson plans Staff Responsible for Monitoring: administrators, technology liaisons, PF, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure all teachers have access to adequate technology in the implementation of the TEKS/STAAR requirements. Strategy's Expected Result/Impact: inventory report Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 14: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State Assessments

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lessons plans, walk through documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: ESL - 199 - General Fund - \$635, Title III Supplemental - 263 - Title III A - Bilingual Education, Language - \$363.99 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Prepare ESL students for an appropriate and timely transition by following the district ESL expectations. Strategy's Expected Result/Impact: lesson plans, walk through data Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend ESL and ELPS training. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education

Evaluation Data Sources: counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: pictures, announcements Staff Responsible for Monitoring: administrators, counselors, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Establish higher education promotion campaigns Strategy's Expected Result/Impact: campus calendars, announcements Staff Responsible for Monitoring: administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day information and College Week Involvement.

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: lesson plans Staff Responsible for Monitoring: teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide team building opportunities to increase skills in building relationships Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2:) Provide mentors and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, stipends, staff development sessions, sign in sheets, agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3:) Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthroughs Staff Responsible for Monitoring: Administrators, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide peer observation opportunities. Staff Responsible for Monitoring: Administrators, instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Assign a mentor to all first year certified staff members and provide a buddy teacher for all new experienced teacher. Provide time for observations. Strategy's Expected Result/Impact: Retention Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

















Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$2,521.68 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Results participation rates, survey Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Librarian, PF Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, number of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data, test results, etc. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Teachers, administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
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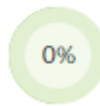

| Strategy 7 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Invite parents to visit the campus to meet with teacher and review student work during Texas Public School Week. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Administrators counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Communicate with parents by utilizing weekly folders sent home each Tuesday Strategy's Expected Result/Impact: documentation in folders Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Implement WATCH Dogs Program Strategy's Expected Result/Impact: Number of participants in program Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Grade level music programs to showcase student talent in fine arts. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Music teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: volunteer reports, donation reports

Summative Evaluation: Some progress made toward meeting Objective



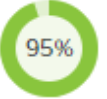






| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: donation, service projects Staff Responsible for Monitoring: administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school. Strategy's Expected Result/Impact: agendas, sign in sheets, student organization rosters Staff Responsible for Monitoring: administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See to Succeed program. Strategy's Expected Result/Impact: Number of students participating and receiving services. Staff Responsible for Monitoring: nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Para of the Year, Student of the Month, Outstanding Volunteer, etc.) | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the district's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: reduction in discipline referrals Staff Responsible for Monitoring: administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team. Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: reduction of discipline referrals Staff Responsible for Monitoring: administrators, teaches, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: behavior plans, reduction in office referrals Staff Responsible for Monitoring: administrators, BRT team members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: counseling log Staff Responsible for Monitoring: counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Teams (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Establish protocols for safety procedures on field trips. Strategy's Expected Result/Impact: Field trip protocols, nurse training logs Staff Responsible for Monitoring: administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide opportunities for staff to attend the district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop and implement campus Emergency Operation Plans and safety drills including a reunification plan Strategy's Expected Result/Impact: Plan Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: participation in programs Staff Responsible for Monitoring: administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for students and staff participation in service learning opportunities. Strategy's Expected Result/Impact: school calendar and participation by staff and students in various events Staff Responsible for Monitoring: administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
South Houston Elementary
2020-2021 Formative Review



Mission Statement

Our mission is to motivate and inspire students by providing learning opportunities in a nurturing environment to empower life long learners in a culturally diverse world.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.















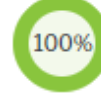
Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance for all students will meet or exceed the District and/or State average.

Targeted or ESF High Priority

















Evaluation Data Sources: Walk-through documentation, lesson plans, campus and district staff development sign in sheets and agendas, CBA results, STAAR results, common assessments and MAP results.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: Walkthrough documentation Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor implementation of curriculum and research based strategies through coaching model. Strategy's Expected Result/Impact: Classroom visits, documentation, observations, and conferences conducted by PF's will demonstrate application of effective teaching skills in the classrooms Staff Responsible for Monitoring: Peer facilitators Funding Sources: Title 1 Funds: Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study - \$234,845.65 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Monitor the implementation of the District Scope and Sequence for all subjects in Pre-K through 4th grade. Strategy's Expected Result/Impact: Walkthrough documentation and lesson plans Staff Responsible for Monitoring: Campus Administrators and Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Staff Development Plan agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Technology Liaison Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Walkthrough documentation, lesson plans. Examples: in Math implement math word walls, numberless word problems to improve comprehension. In other subjects, implementation of sentence stems. Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, and grade level teams | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will review, implement, and evaluate instructional activities/strategies based on District curriculum and scope and sequence. Strategy's Expected Result/Impact: Lesson plans, walk through data, team meeting agendas Staff Responsible for Monitoring: Campus Administrators, Teachers, and Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will continue to target reading fluency, comprehension skills, and writing through Balanced Literacy and Writer's Workshop. Strategy's Expected Result/Impact: Pre-K and Kinder assessments, Running Records, Teacher Assistants and tutors, implementation of LLI/Soluciones Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teacher Assistants and tutors | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will continue to target math problem solving with multiple problem solving strategies (Graphic organizers and Problem Solving model). Strategy's Expected Result/Impact: Walk through documentation, lesson plans, district and state assessment results Staff Responsible for Monitoring: Campus Administrators, math Peer Facilitator, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Peer Facilitators and teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Use District rubrics for measuring responses for writing compositions, reading and math assessments. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Peer Facilitators and teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Use on-line databases, e-books, books and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson plans, walkthrough data, library circulation reports Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators Funding Sources: At Risk - 199 - General Fund - \$3,926 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Technology staff development agendas and sign in sheets, technology liaison teacher surveys, librarian, teachers Staff Responsible for Monitoring: Technology Liaison, Teachers and support personnel at the district level | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction and use of leveled readers. Strategy's Expected Result/Impact: Lesson plans, walkthrough data, Running records, staff development agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators and Peer Facilitators. | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
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| Strategy 14: Implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans, walkthrough data and sharing of best teaching practices during PLCs Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Funding Sources: Title 1 Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Technology liaison's staff development plan, sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Librarian, Peer Facilitators Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$18,768.32 | Formative | | |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Continue to work extensively PLCs to strengthen and ensure the alignment of instruction across the grade levels, the accuracy of understanding the SE's, the consistent and appropriate implementation of teaching strategies across the grade levels and the resources required to accomplish this task. Strategy's Expected Result/Impact: District and State Assessment results, lesson plans, decrease in retention numbers, and walkthrough data, in addition to the PLC cycle Staff Responsible for Monitoring: Campus Administrators, PF's and Teachers Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$44,236 | Formative | | |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: ACE Program will provide academic enrichment classes that will support the District's curriculum. Strategy's Expected Result/Impact: Lesson plans and walk throughs. Staff Responsible for Monitoring: ACE Program Coordinator and ACE Funding Sources: - 21st CCLC Grant - \$54,000 | Formative | | |
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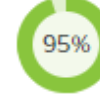



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.






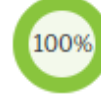




Performance Objective 2: Data disaggregation will drive the design of instruction.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Campus wide data disaggregation results, WRAP results, LLI/Soluciones Running Records, grade level results after each CBA administration, I Station, student grades, Intervention referral data, and Planned Intervention and Enrichment data results in PK-4th grade.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Disaggregate 2019 STAAR results data to identify the higher SE's and the hot and critical spots and design SMART goals for growth. Strategy's Expected Result/Impact: Meeting agenda, data chart completion by subject, revisions in lesson plans to target weak SE's and to plan for intervention Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Vertical team meeting to review data and identify hot spots across grade levels. Horizontal teams Pre-K-4th will take hot spots or essential SE's determined as our lowest and develop more rigorous lessons using the District's curriculum and scope and sequence for ELA and Math. Strategy's Expected Result/Impact: Meeting agendas and sign in sheets, lesson plans, walkthrough data, student data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy and Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Analyze campus subgroup student performance on assessment disaggregated by LEP and Special Education participation. Strategy's Expected Result/Impact: AWARE reports for 3-4, MAP for 2nd - 4th and Closing the Gap Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff with longitudinal data on the percentage of LEP students making progress towards English Proficiency. Strategy's Expected Result/Impact: AWARE reports, District TELPAS reports Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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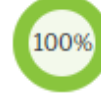
| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Various reports Staff Responsible for Monitoring: Campus Administrators and Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development opportunities for general education teachers on the intervention and special education process. Strategy's Expected Result/Impact: Training agenda, sign in sheets Staff Responsible for Monitoring: Campus Administrators, District Specialist, Peer Facilitator | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: The campus will provide staff development that will focus on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: staff development logs, CIP and analysis of needs addressed by the comprehensive needs assessment.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and District Specialists | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: sign in sheet, agenda Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and District Specialists | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Through data PLCs, teachers will receive training in best teaching practices and intervention strategies. Strategy's Expected Result/Impact: Walkthrough data reflecting application of staff development with students, campus calendar and power points Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and District Specialists Funding Sources: Title 1 Instructional Aide Salaries - 211 - Title 1 A - Economically Disadvantaged Study - 79273.59 - \$80,222.45 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue to support campus PLCs. Strategy's Expected Result/Impact: Sign in sheets, agendas and note taker provided by PFs to teachers Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Implement reading, writing and math initiatives designed to increase academic skills of all students as evidence by meeting district and state performance levels.

Evaluation Data Sources: Lesson plans, Campus Staff Development, Walkthrough data, district and state assessment results.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers to promote literacy across content area with sufficient books available to support all subjects. Strategy's Expected Result/Impact: E-mail communication, library budgets, staff development documents, agendas and sign in sheets Staff Responsible for Monitoring: Librarian, teachers, Peer Facilitators and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading and writing activities during the school day. Strategy's Expected Result/Impact: Schedules, walkthrough data on work stations, necessary resources and lesson plans Staff Responsible for Monitoring: Peer Facilitators, Teacher, Librarian and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding academic needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Chair and Special Education teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: lesson plans, walkthroughs, running records and PIE data results Staff Responsible for Monitoring: Peer Facilitators, Teachers and Administrators Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development in literacy, math and writing strategies. Strategy's Expected Result/Impact: lesson plans, walkthrough data, training agendas, sign in sheets Staff Responsible for Monitoring: Peer Facilitators and teacher leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports and library budget Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide time and materials for purposeful math activities during the school day. Strategy's Expected Result/Impact: Math interactive activities throughout the school and Dream Box chaps of the month Staff Responsible for Monitoring: Peer Facilitators, Teachers and Administrators | Formative | | |
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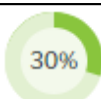
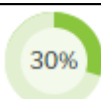


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Lesson plans, GT in-service and projects

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow District G/T identification procedure. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Promote G/T Summer Exploration Camp opportunities Strategy's Expected Result/Impact: Budget, registration records Staff Responsible for Monitoring: G/T Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project Strategy's Expected Result/Impact: Participation in District Wide G/T Showcase Staff Responsible for Monitoring: G/T Coordinator and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers Strategy's Expected Result/Impact: Class rosters, GT certification records Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T pullout program for identified students. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: G/T Coordinator, Teachers and Intervention teacher Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Promote participation in the Duke Talent Search Program in fourth grade. Strategy's Expected Result/Impact: Number of participation in Duke Talent Search Staff Responsible for Monitoring: G/T Coordinator and Intervention teacher | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each








student.

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessment.

Evaluation Data Sources: Lesson plans, student grades and assessment results.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Plans will develop plans for students at risk of failing a portion of the STAAR. Strategy's Expected Result/Impact: Common Assessments, Mock STAAR, and MAP results Staff Responsible for Monitoring: Teachers, PFs, Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use common assessment data for early identification of individuals who might be at risk of not mastering TEKS. Strategy's Expected Result/Impact: Various data reports Staff Responsible for Monitoring: Peer Facilitators, Intervention Team, Teachers and Administrators Comprehensive Support Strategy Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: PIE, Real time intervention and tutoring Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Accelerated Learning Teacher and Teachers Funding Sources: Extra personnel: tutors - Extended Day/Tutorial | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide additional support to parents of at-risk students. Strategy's Expected Result/Impact: Logs, agendas, sign in sheets and parent conferences Staff Responsible for Monitoring: Counselor/Parent Coordinator, teachers, ACE program and Communities in Schools | Formative | | |
| | Mar | June | Aug |
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| Funding Sources: Title I Counselor - 211 - Title 1 A - Economically Disadvantaged Study - 44317.61 - \$44,884.80 |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the district and state.

Evaluation Data Sources: Standardized and State Assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, campus budget Staff Responsible for Monitoring: Campus Administrators and Peer Facilitators Comprehensive Support Strategy Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ELD and ELPS training opportunities for all teachers. All Bilingual teachers will attend Bilingual focus trainings in grades K-4th. Strategy's Expected Result/Impact: Eduphoria sing in sheet reports, bilingual walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and Bilingual District Specialists Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district Bilingual continuum. Strategy's Expected Result/Impact: Lesson plans, TELPAS results, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers and PFs Comprehensive Support Strategy Funding Sources: At-Risk State Comp. Ed. - 263 - Title III A - Bilingual Education, Language | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the bilingual continuum requirements at all grade levels. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators and Bilingual District Specialists. Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plan, staff development sign in sheets.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implementation of Conscious Discipline strategies with students (morning greetings, safe place, friends and family board, visual schedules, wish-well). Strategy's Expected Result/Impact: Discipline reports, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Teachers, Peer Facilitators and Counselor | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Staff Development agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Counselor and Safe and Civil Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Campus Crisis Information Staff Responsible for Monitoring: Campus Administrators, Campus Crisis Team | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, training agendas, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor and PISD Police | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, safety plans, Behavior Improvement Plans Staff Responsible for Monitoring: Campus Administrators, Counselor, Intervention Team, LSSP, District Behavior Specialists | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: E-Course Certificates of Completion Staff Responsible for Monitoring: Administration | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Reduction in the number of office referrals as compared to 2017-2018. Strategy's Expected Result/Impact: There will be a 10% reduction in the number of discipline referrals. Staff Responsible for Monitoring: Administrators, Safe and Civil Committee and Teachers Funding Sources: Title I Office Clerk - 211 - Title 1 A - Economically Disadvantaged Study - 26700.59 - \$26,700.59 | Formative | | |
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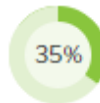

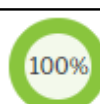

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development sign in sheets, meeting agendas, campus plans, lesson plans, parent training agendas and sign in sheets.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district and campus wide coordinated health initiatives (CHAC). Strategy's Expected Result/Impact: Sign in sheets, agendas, healthy food choices cafeteria postings, bulletin boards, posters and continue to implement brain brakes in classrooms. Staff Responsible for Monitoring: CHAC | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish a Campus Health Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheet, agendas Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Participation in District challenges, Excellence in Wellness Award Staff Responsible for Monitoring: Campus Health Advisory Committee | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitness Gram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitness Gram scores, lesson plans Staff Responsible for Monitoring: PE Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health at each campus. Strategy's Expected Result/Impact: Agenda, sign in sheets (to include Health Fair and Family Fitness Nights) Staff Responsible for Monitoring: CHAC, CIS and ACE | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Recess based on District recommendation for each grade level. Strategy's Expected Result/Impact: Recess included in teachers' daily schedules Staff Responsible for Monitoring: Administrators, Teachers | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: The campus will use the district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Aware reports, Skyward reports, intervention reports, common formative and summative assessment results.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use District wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans, Skyward reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders, Teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans, Skyward reports Staff Responsible for Monitoring: Peer Facilitators, Teachers and Administrators | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use District and campus guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans and grade level homework plan Staff Responsible for Monitoring: Campus Administrators, Team Leaders, Teachers | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use District wide and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans, Skyward reports Staff Responsible for Monitoring: Campus Administrators, Teachers | Formative | | |
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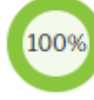
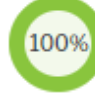




| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Using an RtI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Skyward reports Staff Responsible for Monitoring: Campus Administrators, RtI team, Teachers, DAIT | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: Increase the campus attendance rate to 96% or above for all students.

Evaluation Data Sources: Attendance data and reports

Summative Evaluation: Significant progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize the RtI team to provide specific strategies for students with attendance problems. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Teachers, RtI committee and Counselor | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 12: The campus will collaboratively work with the District Special Education department to ensure that all needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District Special Education Guidelines, Staff Development by Special Education Department for District staff. ARD paperwork.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: ESped reports Staff Responsible for Monitoring: Campus Administrator, LSSP/Diagnostician, LPAC Representative | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development opportunities for teachers working with special education students experiencing reading/math difficulties. Strategy's Expected Result/Impact: Training agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Work collaboratively with the district Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines. Strategy's Expected Result/Impact: ESped reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will follow District procedures regarding parental request for special education evaluation Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Work collaboratively with the District Special Education Office to document appropriate State Assessment decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBA's, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR, STAAR Alternative (i.e.. PLAFF's, IEP's, deliberations) and (3) utilizing District/State required STAAR alternative Participation Requirement forms. Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Eduphoria reports documenting training at the District, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and Special Education District Specialist Comprehensive Support Strategy Funding Sources: BFU: Special Educatin - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Include special education teachers in training provided in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: District 504 Coordinator and Special Programs Super Intendant | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Monitor number of students with disabilities being served in the least restrictive environment Strategy's Expected Result/Impact: Monitoring reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Review the previous year state assessment scores for each student with a disability. If the student did not perform sastisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Classrooms will be equipped with at least the minimum requirements for the "21 Century classroom". Strategy's Expected Result/Impact: District Technology Plan, budget, inventory Staff Responsible for Monitoring: Campus Administrators and inventory liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase the integration of technology into instruction, curriculum and assessment, Pre-K - 4th as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher TTESS and lesson plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators and Technology Liaison | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: TTESS Evaluation Tool and Walkthrough data.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PreK-4th as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Lesson plans, walkthrough data, TTESS, Eduphoria reports and Pasadena Technology Competency Staff Responsible for Monitoring: Campus Administrators, Technology Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: Inventory report and campus budget Staff Responsible for Monitoring: Campus Administrators, Technology Liaison | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to set goals to attend college by promoting College Week. Strategy's Expected Result/Impact: College representatives at school, campus calendar activities for college week, photos, student participation in activities Staff Responsible for Monitoring: Campus Administrators, Communities in Schools, Counselor, Teachers ACE Program Coordinator Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Promote college/career awareness Strategy's Expected Result/Impact: All staff and students will be encouraged to wear a college shirt on one Wednesday per nine week grading period. Staff Responsible for Monitoring: All staff | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: During the current year, all students will have been immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career day Information, and College Week Involvement.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Planned activities, lesson plans Staff Responsible for Monitoring: Teachers, Communities in Schools, Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day Strategy's Expected Result/Impact: Lesson plans, activities on school calendar, photos Staff Responsible for Monitoring: College and Career Day Committee, Communities in Schools, Teachers and ACE program | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide books and resources to bring awareness to students of various career opportunities Strategy's Expected Result/Impact: Library circulation report Staff Responsible for Monitoring: Librarian | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, Job Fair Documentation, and Staff Development logs.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Meeting agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and team leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentors and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders | Formative | | |
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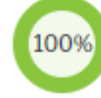
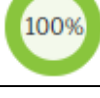
| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation indicating an increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators and team leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Funding Sources: Title 1 Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 536.84 - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Coaching cycles to new and veteran teachers according to need Strategy's Expected Result/Impact: Peer Facilitators will complete a minimum of three coaching cycles this school year Staff Responsible for Monitoring: Administrators and Peer Facilitators | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, calendars.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Agendas, sign in sheets and parent logs Staff Responsible for Monitoring: Counselor, Teachers, HOSTS and ACE program Funding Sources: Title I: Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,312.06 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement Superintendent's Stay in School Project/District Attorney Partnership. Strategy's Expected Result/Impact: Number of court referrals Staff Responsible for Monitoring: Campus Attendance Administrator, Counselor and Attendance Clerk | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide educational resources for parents on our campus website. Strategy's Expected Result/Impact: Use of website, number of postings Staff Responsible for Monitoring: Campus Webmaster | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional resources (online resources and e-books) and workshops for parents to utilize at home with their child. Strategy's Expected Result/Impact: Agendas, sign in sheets, online resources Staff Responsible for Monitoring: Counselor, Peer Facilitator, Webmaster, Teachers and Librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title 1 information and TAPR data. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators, Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide parent trainings during ACE after school program Strategy's Expected Result/Impact: Sign in sheets and flyers. Staff Responsible for Monitoring: ACE Program Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide Conscious Discipline for parents Strategy's Expected Result/Impact: Agendas and sign in sheets Staff Responsible for Monitoring: Counselor, ACE and CIS | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Community involvement will be increased by 5% expansion in partnership and enhanced communication.

Evaluation Data Sources: Donation Report, Volunteer Report.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Donations, service projects, fliers advertising community learning opportunities Staff Responsible for Monitoring: Campus Administrators, HOSTS and CIS | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: Counselor, ACE, HOSTS and Communities in Schools coordinator | Formative | | |
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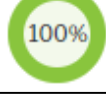
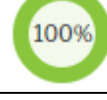
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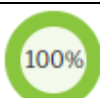
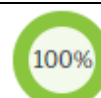
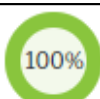
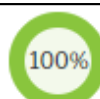
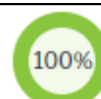




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plan, staff development sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue to build on and implement Conscious Discipline strategies with students and staff Strategy's Expected Result/Impact: Discipline reports, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Counselor, Conscious Discipline Committee and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide conflict resolution, bullying and Conscious Discipline training opportunities for students and staff Strategy's Expected Result/Impact: Staff Development agendas, sign in sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Conscious Discipline Committee and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Campus Crisis Information Staff Responsible for Monitoring: Campus Administrator, Campus Crisis Team | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, training agendas, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor and PISD Police | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an intervention plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, safety plans, Behavior Improvement Plans Staff Responsible for Monitoring: Campus Administrators, Counselor, Intervention Team, LSSP, District Behavior Specialists and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Agendas, sign in sheets and Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Reduction in the number of office referrals as compared to the previous year. Strategy's Expected Result/Impact: There will be a 10% reduction in the number of discipline referrals. Staff Responsible for Monitoring: Administrators, Teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, Nurse training logs

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide training opportunities for all employees on: Blood-born Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials. Strategy's Expected Result/Impact: Eduphoria reports, Nurse log Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
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Pasadena Independent School District
South Houston High School
2020-2021 Formative Review



Mission Statement

South Houston High School is dedicated to providing an enriched education for all students in a positive, safe and secure environment in order to produce responsible, competitive citizens who will be successful life-long learners in an advanced, technological and multicultural society.

Vision

The faculty and staff of South Houston High School and its community will **ENSURE** **ALL** students graduate college and/or career ready by promoting a positive and enriched educational environment.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







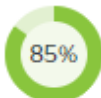




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: During 2020-21, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles such that performance on all measures will meet or exceed the district average.

Evaluation Data Sources: walkthroughs, lesson plans, campus assessment data, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Ongoing staff development for implementation of research based instructional strategies to increase rigor and relevance of instruction so that all students are successful and graduate on time. Emphasis on technology strategies for virtual and asynchronous learning, as well as ways to engage face-2-face and virtual students simultaneously. Strategy's Expected Result/Impact: improved instruction in the classroom will result in improved performance of students in classes and on assessments which will lead to higher rates of graduation. Staff Responsible for Monitoring: CCS & Campus Coaches, Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Technology 1 Funding Sources: subs, supplies, training materials, registration or speaker fees - 199 - General Fund - \$27,000 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implementation of TIER 3 classes in reading to address gaps in learning for identified students. Strategy's Expected Result/Impact: close the gaps for student in reading and math such that they are successful in on level course. Staff Responsible for Monitoring: Counselors and Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: supplies, resources and training - 199 - General Fund - \$1,500 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: ELPS and SIOP training for identified teachers, to ensure compliance with the state requirements for the English Language Proficiency Standards. Strategy's Expected Result/Impact: improve instruction in all classrooms for all students. Staff Responsible for Monitoring: Campus Coach, CCS, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: registration, substitutes, supplies and materials - 199 - General Fund - \$3,000, registration, substitutes, supplies and materials - 263 - Title III A - Bilingual Education, Language - \$3,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Subject Area Team PLC - Weekly meetings either during common conference periods (Master Schedule) or after school facilitated by team leader, campus content specialist, and/or administrative supervisor to discuss classroom strategies and curriculum. Strategy's Expected Result/Impact: Improve instruction and use of data to meet the needs of all learners. Staff Responsible for Monitoring: Team leads, CCS, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Funding Sources: resources, training, supplies - 199 - General Fund - \$2,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use of library resources and reading/writing strategies to improve student performance. Strategy's Expected Result/Impact: To increase student performance and reading/writing across all curriculum areas. Staff Responsible for Monitoring: Librarian, Campus Administrators, CCS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Funding Sources: Library Resources - 199 - General Fund - \$12,150 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: 2020-21: Virtual and asynchronous learning has resulted in a higher than average failure rate for students. The CLT and SBDMC will work to develop practices to address student gaps in learning, and intervention for failing students.

Evaluation Data Sources: PLC Data, and student grades.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Ongoing staff development on strategies to formatively assess virtual and F2F students in order to identify areas for intervention. Strategy's Expected Result/Impact: identification and intervention for students on targeted SEs. Staff Responsible for Monitoring: CCS, Campus Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Technology 1 Funding Sources: training costs and supplies - 263 - Title III A - Bilingual Education, Language - \$974.53, - State Compensatory Funds - \$1,083 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Academic intervention process (IAT) for at risk students including strategies for PLCs to use to identify students who qualify for testing accommodations within the RTI framework. Strategy's Expected Result/Impact: identification of student in need of academic assistance Staff Responsible for Monitoring: CCS, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: training, supplies, resources - 199 - General Fund - \$4,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implementation of daily Study Hall for students to have time in the day to work on Schoology Assignments. Strategy's Expected Result/Impact: Improved grades for students. Staff Responsible for Monitoring: HR Teachers, administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: supplies and training - 199 - General Fund - \$3,000 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Tutorials (STAAR, AP, SAT, PSAT, TSIA) for students who are identified as in need of assistance based on previous scores, benchmarks and/or teacher recommendation via Edgenuity Lab, Intervention Classes , Extended Day STAAR tutorials and Core-Content Academies. Strategy's Expected Result/Impact: improved performance on targeted assessments for identified students. Staff Responsible for Monitoring: CCS, Campus Coaches, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: supplies, training, resources, salaries for STAAR tutorials session and after school credit recovery. - State Compensatory Funds - \$5,000, supplies, training, resources, Extra Duty Pay for teachers and paraprofessionals for STAAR tutorials session and after school credit recovery. - Extended Day/Tutorial - \$8,680, supplies, training, resources, Extra Duty Pay for teachers and paraprofessionals for STAAR tutorials session and after school credit recovery. - 224 - IDEA-B Special Education - \$1,310, supplies, training, resources, Extra Duty Pay for teachers and paraprofessionals for STAAR tutorials session and after school credit recovery. - 199 - General Fund - \$4,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Summer credit recovery and enrichment opportunities will be offered to students who do not meet the credit requirements to be promoted to the next grade level or who have been identified for acceleration to prepare them for more advanced coursework the next year (AP or Dual Credit). Edgenuity credit recovery, virtual school, face-to-face prep session for TSIA and STAAR. Staff Responsible for Monitoring: Counselors, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 | Formative | | |
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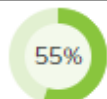

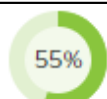
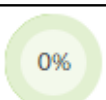
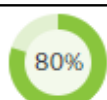
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 3: During 2020-21, provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services as measured by 100% passing STAAR, 70% scoring Masters Grade Level Performance, and 50% earning a three or higher on AP exams.

Evaluation Data Sources: lesson plans, AP prep sessions attendance, AP test success rates and grades.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: will reset for new year. goal interrupted by COVID

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase AP and PAP enrollment using ECHS, Connect, feeder school visits, and teacher recommendation, as well as AP contracts for enrolled students. Strategy's Expected Result/Impact: enrollment in AP and PAP courses will increase. Staff Responsible for Monitoring: CCS, Counselors, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: training and resources - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase AP scores by offering extra tutoring and enrichment opportunities on Saturdays, as well as during and after school. Strategy's Expected Result/Impact: AP scores will increase in all areas. Staff Responsible for Monitoring: Teachers, CCS, Campus Coaches, Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: resources and salaries - 199 - General Fund - \$5,300, - Extended Day/Tutorial - \$3,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the number of students taking the PSAT, SAT/ACT and AP Tests by offering enrichment opportunities to prepare for assessments. PSAT and SAT participation were effected by COVID during October testing. Strategy's Expected Result/Impact: increase in number of students taking assessments. Staff Responsible for Monitoring: Counselors, AP Teachers, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: resources and supplies - 428 - G/T Performance Standards - \$4,278 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase the number of student achieving Masters for all STAAR assessments via enrichment opportunities. Strategy's Expected Result/Impact: increase in STAAR masters performance. Staff Responsible for Monitoring: Teachers, CCS, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 Funding Sources: supplies, resources, training - State Compensatory Funds - \$3,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Continuation of Early College High School. | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Offer enrichment opportunities in the form of UIL academic teams, Honor Societies, Student Council, Speech and Debate, and Academic Decathlon. Strategy's Expected Result/Impact: number of students participating and success at competitions Staff Responsible for Monitoring: Sponsors and Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: registration fees, travel, substitutes, materials and supplies - 199 - General Fund - \$7,785 | Formative | | |
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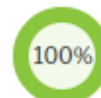




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: To increase student participation in performance electives (fine arts, CTE, and athletics).

Evaluation Data Sources: class enrollment, activity participation numbers.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Social Media Marketing and Trojan Television to showcase our athletics, and also other programs and clubs in order to encourage students to get involved at school. Strategy's Expected Result/Impact: Trojan TV broadcast. Participation numbers in programs, clubs and organizations. Staff Responsible for Monitoring: Teachers, Counselors, Coaches, Sponsors, Campus Administrators ESF Levers: Lever 3: Positive School Culture Funding Sources: resources and materials - 199 - General Fund - \$4,300 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Elective fairs to help showcase courses for current students and help students make an informed decision for the next school year. Fairs will be virtual due to COVID restrictions. Strategy's Expected Result/Impact: increase in enrollment in electives. Staff Responsible for Monitoring: Counselors, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: supplies - 199 - General Fund - \$500 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: 8th Grade Enrollment Visits to feeder schools. Will be virtual due to COVID restrictions. Strategy's Expected Result/Impact: enrollment numbers Staff Responsible for Monitoring: Counselors, Campus Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies - 199 - General Fund - \$200 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: To increase participation in athletics and fine arts by providing a competitive and relevant program. Strategy's Expected Result/Impact: number of students enrolled in activities. Staff Responsible for Monitoring: Counselors, Directors, Coaches, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum Funding Sources: resources, supplies, training, entrance fees, uniforms - 199 - General Fund - \$100,183 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: By June 2021, the campus will develop a plan for implementation of research based grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: revised campus Grading Policy

Summative Evaluation: No progress made toward meeting Objective

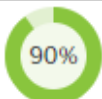
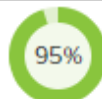
| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Creation of a Grade Policy Committee to research best practices and draft a new campus grading policy based on district expectations. Strategy's Expected Result/Impact: movement towards a standards based grading system. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: training, supplies and resources - 199 - General Fund - \$3,000 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: During 2020-21, increase the campus; attendance rate to 95% or above for all students.

Evaluation Data Sources: Attendance Data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Home visits to students who have experienced serious attendance problems or who have dropped out of school. Strategy's Expected Result/Impact: increase in attendance rates. Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: supplies - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Parent conference and Attendance Contract with students who are experiencing severe attendance issues. Strategy's Expected Result/Impact: increase in attendance rates. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: supplies - 199 - General Fund - \$200 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Incentives for student with perfect attendance or who significantly improve their attendance. Strategy's Expected Result/Impact: increase in student attendance. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: supplies, incentives - 199 - General Fund - \$5,000 | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: To collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District Special Education Guidelines, staff training and meeting logs, ARD paperwork

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: SPED case managers will meet with students they supervise to intervene as needed. Parent contact and Home visits as needed for struggling students. Strategy's Expected Result/Impact: improved attendance and academic performance of students. Staff Responsible for Monitoring: Teachers, Counselors, Campus Administrator. ESF Levers: Lever 3: Positive School Culture Problem Statements: Student Achievement 1 Funding Sources: supplies - 224 - IDEA-B Special Education - \$500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Guidelines for all ESL and SPED transition meetings will be followed 100% of the time - LPAC, MDR, T-1, etc. Strategy's Expected Result/Impact: student success after transition. Staff Responsible for Monitoring: Diagnostician, LSSP, Campus Administrator ESF Levers: Lever 1: Strong School Leadership and Planning Problem Statements: Student Achievement 1 Funding Sources: supplies, training and personnel - 224 - IDEA-B Special Education - \$500, supplies, training and personnel - 263 - Title III A - Bilingual Education, Language - \$1,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Processes for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the needs for the given assessment (i.e. PLAFFs, IEPs, deliberations), and (3) utilizing District/State required participation requirement forms. Strategy's Expected Result/Impact: documentation will be accurate Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: training, resources, and supplies - 224 - IDEA-B Special Education - \$2,000 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Training for all staff on the ARD process, IEPs and other special education topics. Strategy's Expected Result/Impact: IEPs will be followed by all teachers Staff Responsible for Monitoring: Campus Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Achievement 1 Funding Sources: resources and supplies - 199 - General Fund - \$2,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: A team of teachers, aides and administrators will be trained and in proper restraint and laws that govern restraint. Strategy's Expected Result/Impact: proper CPI procedures will be followed. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: training costs - 224 - IDEA-B Special Education - \$1,000 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: identification of students will be timely and accurate. Staff Responsible for Monitoring: campus administration ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During 2020-21, all students will be provided with various options for obtaining course credits utilizing technologically based delivery systems including opportunities to earn college credit prior to graduating from high school.

Evaluation Data Sources: class enrollment and credit documentation, technology usage surveys

Summative Evaluation: Significant progress made toward meeting Objective



| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Counselors will meet with each student a minimum of two-times per year to discuss career goals. The Program of Study will be reviewed and updated at each meeting. Strategy's Expected Result/Impact: students will be enrolled in appropriate courses which match their endorsement and areas of interest. Staff Responsible for Monitoring: Lead Counselor, Campus Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: supplies - 199 - General Fund - \$500 | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Four Year Plans, Counselor Documentation, college admission data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|-----|
| Strategy 1: College counselors will offer opportunities for students and parents to explore post-graduation opportunities, pursue financial aide and meeting other requirements for college/technical school entry. Strategy's Expected Result/Impact: increase parent participation and increase in student post-graduation college and career participation. Staff Responsible for Monitoring: Counselors, Campus Adminisrtation Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies and resources - 199 - General Fund - \$1,500 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: College Visits - students visit various college campuses to learn requirements, campus life, etc. with CIS, SIOP, AP, ECHS, Connect, and AVID Programs. Strategies have had to be reconsidered due to COVID restrictions. Strategy's Expected Result/Impact: increase and college enrollment Staff Responsible for Monitoring: Campus Administrators and Counselors TEA Priorities: Connect high school to career and college Funding Sources: transportation, substitutes - 199 - General Fund - \$5,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: College Days - Bringing colleges to the school for students to visit with and learn about in coordination with CIS, and college counselors. College fairs are currently virtual due to COVID restrictions. Strategy's Expected Result/Impact: increase in college enrollment. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college Funding Sources: supplies - 199 - General Fund - \$500 | Formative | | |
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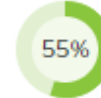




Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: By May 2021, all students will be provided with information related to 21st century certification and career opportunities.

Evaluation Data Sources: CTE certification data, CTE course enrollment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Elective fairs for current and incoming students who will be attending SHHS next Fall to assist them in exploring career opportunities, electives, and pathways prior to registration. Strategy's Expected Result/Impact: students will be more involved in extracurricular activities and/or enrolled in electives which match their post graduation goals. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning Funding Sources: supplies - 199 - General Fund - \$500 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Increase the number of students participating in CTE courses, worked based learning programs (Co-Op), and industry certification courses. Strategy's Expected Result/Impact: enrollment in CTE courses will increase. Staff Responsible for Monitoring: Counselors, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Career Day - Bringing technical schools, and businesses to the campus for students to visit with and learn about in coordination with CTE, and CIS. Due to COVID restrictions, this is being rethought. Strategy's Expected Result/Impact: increase in CTE course enrollment. Staff Responsible for Monitoring: Counselors, Campus Administration TEA Priorities: Connect high school to career and college Funding Sources: materials and supplies - 199 - General Fund - \$500 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.








Performance Objective 1: By January, 2021, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Staff roster, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Attend job fairs, set up interviews, and follow up with reference checks. Strategy's Expected Result/Impact: campus will be fully staffed with highly qualified teachers. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Mentoring/Coaching for new and struggling teachers. Strategy's Expected Result/Impact: improved instruction in classrooms. Staff Responsible for Monitoring: CCS, Campus Coaches, Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: registration, substitutes, supplies, and materials - 199 - General Fund - \$6,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Staff development for all teachers on strategies for working with at risk students. Strategy's Expected Result/Impact: improved instruction in all classrooms and improved student performance. Staff Responsible for Monitoring: CCS, Campus Coaches, Campus Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: registration, substitutes, supplies and materials. - 199 - General Fund - \$6,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Faculty celebrations and awards. Strategy's Expected Result/Impact: improved teacher moral and performance. Staff Responsible for Monitoring: Campus Leadership TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: supplies, materials and incentives - 199 - General Fund - \$20,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: To provide Campus Content Support personal to all core areas for curriculum and instruction support, as well as special population support. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction Problem Statements: Student Achievement 1 - Staff Quality, Recruitment, and Retention 1 - Curriculum, Instruction, and Assessment 1 - Technology 1 Funding Sources: CCS Salaries - 255 - Title II A - Improving Teacher & Principal Q - \$207,709.40, SIOP PF and Aide salaries - 263 - Title III A - Bilingual Education, Language - \$120,347.54 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: By May 2021, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: meeting notes and agendas

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Parent information meetings through counselors, AP, ECHS, Connect, and CIS. Currently done virtually due to COVID. Strategy's Expected Result/Impact: improved parent participation Staff Responsible for Monitoring: Counselors, Campus Administration Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: supplies and resources - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Award ceremonies, open house, parent meetings. Currently virtual due to COVID. We have also started to utilize the car parade to celebrate students. Strategy's Expected Result/Impact: increase parent participation Staff Responsible for Monitoring: Counselors and Campus Administration Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture Funding Sources: supplies and materials - 199 - General Fund - \$5,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: A system to call parents/guardian to notify them of important school information, meetings and student attendance. Strategy's Expected Result/Impact: increase in attendance and grades, as well as parent participation Staff Responsible for Monitoring: Campus Administration Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community involvement during 2019-20 by a 5%.

Evaluation Data Sources: meeting and event logs/minutes

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: SHHS Official Website, Twitter, Instagram, and Facebook Page to highlight events on campus and send out information concerning the campus. Strategy's Expected Result/Impact: positive view of school will increase in the community. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: general supplies - 199 - General Fund - \$500 | Formative | | |
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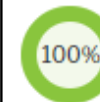


| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: CTE teachers, through COOP, HOSA, DECA and HOSTS programs, will reach out to community and business leaders to form a bridge between the community and the school. Strategy's Expected Result/Impact: increased participation in community partnerships. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: general supplies - 199 - General Fund - \$500 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the 2020-21, to sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness.

Evaluation Data Sources: drill logs, campus meeting/training agendas and sign-in

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Safety drills will be conducted on a regular basis with immediate feedback given to students and staff. Strategy's Expected Result/Impact: Students and teachers will be able to function appropriately during various types of drills/scenarios. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The Safe & Civil School committee will continue to meet and plan for the safety of the campus. Strategy's Expected Result/Impact: increase in positive school culture Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: supplies and resources - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Safety plans for identified students along with BRT interventions will be developed as needed by IAT, 504 and SPED. Strategy's Expected Result/Impact: improved behavior and decrease in serious incidents. Staff Responsible for Monitoring: Counselors, Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Problem Statements: Student Achievement 1 Funding Sources: training, resources and supplies - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Discipline Rubric to help teachers and administrators determine which steps to take when a student experiences discipline problems, and training on how to use the rubric. Strategy's Expected Result/Impact: decrease in over office referrals. office referrals will be written and coded correctly. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: training and materials - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Contingency funds to be used as deemed necessary for the safety and success of all students in the form of training, programs, guest speakers, equipment (PPE and other COVID related supplies), or other unexpected costs. Staff Responsible for Monitoring: Campus Administration Funding Sources: training, equipment, supplies, materials, guest speakers - 199 - General Fund - \$48,000 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: By June 2021 develop a school counseling program that increases the percentage of time spent with students regarding academic, social and mental health needs.

Evaluation Data Sources: meeting agendas and attendance, counselor logs

Summative Evaluation: Some progress made toward meeting Objective



| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide student group sessions on violence prevention/intervention topics including bullying, conflict resolution, suicide prevention and harassment, anger management, etc. Staff Responsible for Monitoring: Counselors and Campus Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: training, resources and supplies - 199 - General Fund - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Safe and Drug-Free Schools Initiative - Drug Awareness Campaign, Red Ribbon Week, Guest Speakers and Leadership Training for Students. Strategy's Expected Result/Impact: increased awareness of issues and decrease in incidents. Staff Responsible for Monitoring: Counselors and Campus Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: training, materials and supplies - 199 - General Fund - \$1,000, - State Compensatory Funds - \$1,000 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Establish programs to increase opportunities to foster patriotism, civic duty and global citizenship.

Evaluation Data Sources: calendar items, meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Community Service and Volunteer Projects for student participation. Strategy's Expected Result/Impact: increase in number of student earning volunteer hours and community service hours. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Programs for Pearl Harbor Remembrance, Veteran's Day, etc. Strategy's Expected Result/Impact: positive community feedback Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: materials and supplies - 199 - General Fund - \$1,000 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: To maintain and improve the campus facility to create a safe and disciplined environment conducive to student learning

Evaluation Data Sources: facilities upgrades and work orders

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: SHHS will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: school will be accessible to all Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Facilities upgrades for a safe and secure campus. Strategy's Expected Result/Impact: school will be safer and function more efficiently. Staff Responsible for Monitoring: Campus Administration ESF Levers: Lever 3: Positive School Culture Funding Sources: materials, labor and supplies - 199 - General Fund - \$44,000 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
South Houston Intermediate
2020-2021 Formative Review



Mission Statement

The mission of South Houston Intermediate is to engage students in a rigorous curriculum, relevant experiences and positive relationships in a safe and healthy educational climate. All students will become accomplished self-directed collaborative citizen-scholars and achieve an academic, emotional, social and physical balance. We will foster a cooperative relationship involving the home, school, and community to empower our students to succeed and boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals


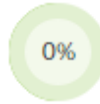


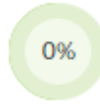

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.


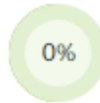


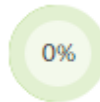

Performance Objective 1: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Writing.




Evaluation Data Sources: 2021 STAAR Reports with distinction in several areas.




Summative Evaluation: Significant progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Each team of teachers will require students to create a piece of writing from a specified prompt.</p> <ul style="list-style-type: none"> a. Use of content area anchor charts b. Use of interdisciplinary themes c. Encouraging student participation in writing contests d. Teachers will include short answer and essay questions throughout the year within the classroom and class tests. e. Participation in school wide spelling bees f. Use of higher level text for close reading g. Use of Asynchronous Days h. Use of quick writes and journaling <p>Strategy's Expected Result/Impact: Participation in the Scope Writers Contest, Peer Teacher Observations, Revised and Edited Essays, Increased Test Scores, District Assessments Achievement, 1:1 Technology Use, Focused Note taking, PLCs, Implementation of AVID strategies, Common Assessments Achievement,</p> <p>Staff Responsible for Monitoring: English Department Chair, Campus Content Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Instructional - State Compensatory Funds - \$30,844.23, Title 1 -Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$1,775.18</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Extended Day Program for students in need of acceleration and/or enrichment. a. Teacher selection of students based on data. Strategy's Expected Result/Impact: Use of STAAR Resources, Increased Student Attendance, Improved performance on CBAs, Improved Test Scores, Improved Student Grades, Teacher Input, Use of AVID strategies, Common Assessments Achievement, Staff Responsible for Monitoring: Campus Content Coaches, Administrators, English Teachers, Department Heads Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Extended Day - Extended Day/Tutorial - \$1,797.50, Title 1 - Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$1,773.50 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will utilize STAAR preparation materials. (a) Common Assessments (b) Brain Pop (c) 10 Day-Out Review (d) Writing Workshop (e) STAAR Blitz and Review Questions (f) Scope Magazine (g) PLCs (h) Writing Camp Strategy's Expected Result/Impact: Rigorous Lesson plans, Improved test scores, Improved District Assessment Data, Improved Student Grades, Lack of gap discrepancies on District Assessments, Staff Responsible for Monitoring: English Department Chair, English Teachers, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - 199 - General Fund - \$2,622.90, Title 1 - Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$1,773.50 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Curriculum will be aligned through the STAAR Readiness and Supportive Standards Strategy's Expected Result/Impact: TEK aligned Lesson plans, Improved Test Scores, Improved District Assessment Scores, Improved Student Grades Staff Responsible for Monitoring: English Department Heads, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Department Planning/Team Planning (a) Comprehensive vertical and horizontal teaming (b) A minimum of 1 to 1 1/2 hours per week for department and team planning each week (c) A minimum of two weekly department planning sessions (d) PLCs (e) Full day planning - Substitute provided (f) Planning on Asynchronous Days Strategy's Expected Result/Impact: Improved STAAR scores, Improvement of quality instructional, Improved vertical and horizontal curriculum, Improved Alignment and Communication, Closure of academic gap between grade levels Staff Responsible for Monitoring: English Department Chair, English Teachers, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Cooperative Learning and Peer Tutoring (a) Teachers and Peer Tutors will assist those in need (b) In-School Tutoring (c) Group projects (d) Before and After school tutoring (e) 1:1 initiative = Blended Learning (f) Use of manipulatives Strategy's Expected Result/Impact: Increased Student Grades, Rigorous Lesson Plans, Interdisciplinary units, Finished Products from Cooperative activities, Group Sharing, Student Portfolios Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Tutoring - 199 - General Fund - \$2,622.90, Title 1 - Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$1,774.50 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: District Pasadena Plus Plan (a) Data Maps Disaggregated STAAR data from previous year, CBAs, released Tests (b) Instructional Time line (c) Instructional Focus (d) Assessment (e) Tutorials/Enrichment (f) Maintenance (g) Monitoring/Support through implemented programs (h) Needs Assessment (i) Extended Day including LEP (j) In-School tutoring including LEP (k) Principal STAAR talks through History Classes (l) Saturday STAAR Camps (m) ACE After School Program Strategy's Expected Result/Impact: Increased focus on STAAR, Improved STAAR scores, Improved Academic Climate, District Assessments, Improved Academic Performance, Staff Responsible for Monitoring: Administrators, All Staff, Campus Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Tutoring - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230, After School ACE - 21st CCLC Grant - \$26,133.33 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. Strategy's Expected Result/Impact: Lesson Plans, Observations and Walk-throughs, Improved grades, Improved Test scores (STAAR), District Assessment Data, Walk the Walls, Improved Technology Assessment Scores Staff Responsible for Monitoring: Teachers, Department Heads, Campus Content Coaches, Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Rigorous Instruction and student learning will be supported by campus Campus Content Coaches Strategy's Expected Result/Impact: Time and Effort Logs Staff Responsible for Monitoring: Campus Content Coaches, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title II - Campus Content Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$34,027.27 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education Aides and Title I Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule and logs Staff Responsible for Monitoring: Principal | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 - Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$1,774.50, Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$11,172.38 |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.







Performance Objective 2: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Math.


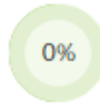








Evaluation Data Sources: 2021 STAAR Reports with distinction in several areas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Extended Day Program for students in need of acceleration or enrichment. Strategy's Expected Result/Impact: STAAR resources, Increased Student Attendance, Improved performance on CBAs, Improved Test scores (STAAR), Improved Student grades, Edgenuity, Improved District Assessment Scores, Teacher Input AVID strategies Common Assessment Map Testing Data Staff Responsible for Monitoring: Campus Content Coaches, Math Department Chair, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Extended Day - Extended Day/Tutorial - \$1,797.50, Title 1 - Instructional - 211 - Title 1 A - Economically Disadvantaged Study - \$1,774.50 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Department Planning/Team Planning (a) Comprehensive vertical and horizontal teaming (b) A minimum of 1 to 1 1/2 hours per week for department and team planning each week (c) Team meetings for interdisciplinary planning (d) A minimum of two weekly department planning sessions (e) PLCs Strategy's Expected Result/Impact: Improved Test Scores (STAAR), Improved Instruction, Improved Vertical / Horizontal Curriculum, Alignment and Communication Staff Responsible for Monitoring: Math Department Chair, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.24 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: STAAR Readiness and Supportive Standards All teachers, students, and parents will obtain a clear understanding of STAAR Readiness and Supportive Standards and SSI Promotion requirements. (a) Teachers will use published STAAR materials to communicate Readiness and Supportive Standards to students and parents. (b) Teachers and administrators will perform an extensive STAAR data dis-aggregation using Data Maps (c) 1:1 technology Strategy's Expected Result/Impact: Lesson Plans, CIS Newsletters, Calendar, Improved District Assessments AVID strategies Staff Responsible for Monitoring: Administrators, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Tutoring - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,231, Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: STAAR Preparation Materials Teachers will utilize STAAR preparation materials (a) Additional STAAR materials (CBA) (b) Inspiration (c) Brain Pop (d) Edgenuity (e) 1:1 technology (f) ACE After School Program Strategy's Expected Result/Impact: Rigorous Lesson Plans, Improved Test Scores (STAAR), Improved District Assessment Data, Improved Student Grades AVID strategies Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Supplies - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230, After School ACE - 21st CCLC Grant - \$26,133.33 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. Strategy's Expected Result/Impact: Rigorous Lesson Plans, Observations and Walk-throughs, Improved grades, Improved Test scores (STAAR), District Assessment Data, Walk the Walls Staff Responsible for Monitoring: Teachers, Department Heads, Campus Content Coaches, Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,231 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Rigorous instruction and student learning will be supported by Campus Content Coaches. Strategy's Expected Result/Impact: Student Data Staff Responsible for Monitoring: Campus Content Coaches, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title II - Campus Content Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$34,027.27 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Special Education Aides and Title I Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule and logs Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$11,172.38 | Formative | | |
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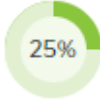

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.





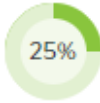





Performance Objective 3: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Reading.

Evaluation Data Sources: 2021 STAAR Reports with distinction in several areas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Extended Day Program for all students in need of acceleration and/or enrichment including at-risk, homeless, ESL and migrant students. Strategy's Expected Result/Impact: Use of STAAR resources, Improved Test Scores Improved Student Grades, Increased Student Attendance, CBA Improvement, Use of AVID strategies, Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Extended Day - Extended Day/Tutorial - \$1,797.50, Tutorials for ESL/Migrant - 211 - Title 1 A - Economically Disadvantaged Study - \$1,231 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Team Planning/Department Planning (a) Team Meetings for interdisciplinary planning (b) A minimum of two weekly department meetings (c) Comprehensive vertical and horizontal Teaming (d) A minimum of 1 to 1 1/2 hours per week for department curriculum planning meetings, include 5E's model, rigor, relevancy, relationship and SIOP strategies. (e) PLCs - Data Disaggregation Discussions and plan of action Strategy's Expected Result/Impact: PLC agendas, Rigorous Lesson Plans, High Performance on Daily Quick Starts with STAAR formatted questions, STAAR framed questioning, Tickets out Staff Responsible for Monitoring: Teachers, Administrators, Counselors, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Silent Reading - Classroom time will be allotted or silent reading. Reading Squared will enhance and support the different activities and programs in our campus to encourage and improve reading among all our students. (a) Reading Squared digital logs (b) Student submission of text summary Strategy's Expected Result/Impact: Increased stamina on STAAR Rigorous Lesson Plans Improved Test Scores Increased Student Interest in Reading Library Cards to Local Library Map Test Growth Staff Responsible for Monitoring: All Reading/ELAR Teachers, Campus Content Coaches, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Academic Books - Instructional - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,231 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: STAAR Readiness and Supportive Standards All teachers, students, and parents will obtain a clear understanding of STAAR objectives and specifications. (a) Teachers will use published STAAR materials and team newsletters to communicate Readiness and Supportive Standards to students and parents. (b) Teachers and administrators will perform extensive STAAR Heat Map data dis-aggregation (c) STAAR Review/Blitz (d) In crease students' academic vocabulary by using the Frayer Model (Vocabulary Journal) (e) Principal SSI talks with all 8th grade students through History classes. (f) AVID strategies - Cornell Notes (g) Blended Learning (h) Mock STAAR data tracker Strategy's Expected Result/Impact: Rigorous Lesson Plans, Improved district assessment data Staff Responsible for Monitoring: Administrators, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230, Instructional - State Compensatory Funds - \$20,773.23, Instructional - 199 - General Fund - \$2,622.90 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. (a) Each class in the Elective Department will administer STAAR formatted tests. (b) Each class in the Elective Department will include at least one writing and technology assignment. Strategy's Expected Result/Impact: Rigorous Lesson Plans Observations and Walk-throughs Improved grades Improved Test scores (STAAR) District Assessment Data Walk the Walls Staff Responsible for Monitoring: Teachers Department Heads Campus Content Coaches Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Rigorous instruction and student learning will be supported by campus Content Coaches. Strategy's Expected Result/Impact: Student Data Improvement Staff Responsible for Monitoring: Campus Content Coaches, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title II - Campus Content Coaches - 255 - Title II A - Improving Teacher & Principal Q - \$34,027.27 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Special Education Aides and Title I Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule and logs Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 - Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$11,172.37 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.



Performance Objective 4: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Science.











Evaluation Data Sources: 2021 STAAR Reports with distinction in several areas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Team Planning/Department Planning (a) Team Meetings for Interdisciplinary Planning (b) A minimum of two weekly Department planning sessions (c) Comprehensive Vertical and Horizontal Teaming (d) A minimum of 1 to 1 1/2 hour per week for departmental curriculum planning (e) Grade level planning meeting including rigor, relevance, and relationship and SIOP strategies (f) PLCs (g) Use of Asynchronous Days Strategy's Expected Result/Impact: Rigorous Lesson Plans, Improved Instruction, Improved Test Scores (STAAR), Staff Responsible for Monitoring: Department Chair, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: STAAR Readiness and Supporting Standards All teachers, students, and parents will obtain a clear understanding of the STAAR Objectives and Specifications. (a) Teachers will use published STAAR materials and team newsletters to communicate objectives to students and parents (b) Teachers and administrators will perform extensive data dis-aggregation (c) Independent Projects: 7th grade- Project-Based Questions or Science Fair; 8th grade- Taxonomy (d) Science objectives will be reviewed (e) Science parent night (f) 1:1 technology</p> <p>Strategy's Expected Result/Impact: Lesson Plans, CIS Newsletters, Improved Test Scores (STAAR), District assessment data Improved percentage of commended student test scores (STAAR), AVID strategies</p> <p>Staff Responsible for Monitoring: Department Chair, Campus Content Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Science Fair - 199 - General Fund - \$2,513.50, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,231, Instructional - State Compensatory Funds - \$30,844.23</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: STAAR Preparation Materials Teachers will utilize STAAR preparation materials (a) Additional STAAR materials (practice tests) (b) Edusmart (c) Google Classroom (d) STAAR Readiness and Supportive Standards aligned textbook and materials (e) Edpuzzle (f) Symbaloo (g) Brain Pop (h) Flip Charts (i) Screencastomatic (j) Science Starters (k) Kahoots (l) Promethean Planet (m) 1:1 technology (n) Gizmos (o) Think Central Online Textbook Strategy's Expected Result/Impact: Rigorous Lesson Plans Improved Test Scores (STAAR) District Assessment Data Edusmart Improved grades AVID strategies Staff Responsible for Monitoring: Department Chair, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Preparation Materials - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. Strategy's Expected Result/Impact: Lesson Plans, Observations and Walk-throughs, Improved grades, Improved Test scores (STAAR), District Assessment Data, Walk the Walls Staff Responsible for Monitoring: Teachers Department Heads Campus Content Coaches Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Rigorous instruction and student learning will be supported by Campus Content Coaches. Strategy's Expected Result/Impact: Improved Student Data Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 -Campus Content Coaches/Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study - \$52,653.48 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Special Education Aides and Title I Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule and logs Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 - Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$11,172.38 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.











Performance Objective 5: Student performance on 70% of the district and state assessments will be at or above the district and state averages for Social Studies.

Evaluation Data Sources: 2021 STAAR Reports with distinction in several areas.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Team Planning/Department Planning (a) Team Meetings for Interdisciplinary Planning (b) A minimum of two weekly Department planning sessions (c) Comprehensive Vertical and Horizontal Teaming (d) A minimum of 2 hour per week for departmental curriculum planning (e) Grade level planning meeting including rigor, relevance, and relationship and SIOP strategies (f) Talk Read Talk Write (g) United Streaming (h) Brain Pop (i) Google Classroom (j) ABC-Clio (k) Kilgo and Heat Maps data dis-aggregation (l) Maps 101 (m) PLCs (n) Schoology (o) 7 Steps to a Language Rich Environment (p) AVID strategies (q) ACE After School Program (r) Use of Asynchronous Days Strategy's Expected Result/Impact: Lesson Plans Improved Test Scores (STAAR) Improved Commended STAAR Scores District Assessment Data Improved student grades Improved Vertical and Horizontal curriculum alignment and communication Staff Responsible for Monitoring: Department Chairs Team Leaders, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: AVID - 199 - General Fund - \$2,622.90, ACE - 21st CCLC Grant - \$26,133.34, Instructional - State Compensatory Funds - \$20,773.23, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,231 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: STAAR Readiness and Supporting Standards All teachers, students, and parents will obtain a clear understanding of the STAAR Objectives and Specifications.</p> <p>(a) Teachers will use published STAAR materials and team newsletters to communicate objectives to students and parents</p> <p>(b) Teachers and administrators will perform extensive data dis-aggregation</p> <p>(c) STAAR Liberty Bowl Competition</p> <p>(d) Talk Read Talk Write</p> <p>(e) Extended Day</p> <p>(f) ABC-Clio</p> <p>(g) Maps 101</p> <p>(h) Google Classroom</p> <p>(i) 1:1 technology</p> <p>(j) Schoology</p> <p>(k) 7 Steps to A Language Rich Environment</p> <p>Strategy's Expected Result/Impact: Lesson Plans CIS Newsletters Improved STAAR Scores District Assessment Data AVID strategies</p> <p>Staff Responsible for Monitoring: Administrators Campus Content Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Extended Day - 199 - General Fund - \$2,622.90, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Each Elective Department will teach and expand upon various STAAR Readiness and Supportive Standards from all academic areas throughout the year from all while meeting their own required. Each class in the Elective Department will administer STAAR formatted tests. Each class in the Elective Department will include at least one writing and technology assignment. Strategy's Expected Result/Impact: Rigorous Lesson Plans Observations and Walk-throughs Improved grades Improved Test scores (STAAR) District Assessment Data Walk the Walls Staff Responsible for Monitoring: Teachers Department Heads Campus Content Coaches Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Rigorous instruction and student learning will be supported by campus Content Coaches. Strategy's Expected Result/Impact: Improved Student Data Staff Responsible for Monitoring: Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 - Campus Content Coaches/Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study - \$52,653.49 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Special Education Aides and Title I Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule and logs Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 - Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study - \$11,172.38 | Formative | | |
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



Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote college and career readiness.

Performance Objective 6: The campus will provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects, AP class success rates and grades.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Ensure that the recruitment for such programs remains free from bias. Strategy's Expected Result/Impact: Demographic reports Staff Responsible for Monitoring: Administrators, Counselors, Fine Arts Department, Librarian, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote participation in local and regional events and performances. Strategy's Expected Result/Impact: Publicity, Results and Scores Staff Responsible for Monitoring: Administration, Fine Arts Department, Librarian, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue vertical team opportunities in all disciplines. Advanced Placement staff development to assist teachers with program design and development with help from Fine Arts Department. Strategy's Expected Result/Impact: Vertical Planning meeting minutes, Staff development sign in sheets Staff Responsible for Monitoring: Administration, Fine Arts Department, Librarian, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$1,122.40, Instructional - State Compensatory Funds - \$20,773.23 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase participation in the Advanced Placement Programs for students in all subgroups and in AVID classes. Strategy's Expected Result/Impact: Demographic Data Staff Responsible for Monitoring: Administration, Counselors, Librarian, AVID teachers, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Presentation at District GT showcase. Staff Responsible for Monitoring: Administrators, Teachers, Campus Content Coaches, Librarian, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide Fine Arts students with the opportunity to interact with their peers from other campuses. Strategy's Expected Result/Impact: Sign in sheets from activities, meet and greets, Staff Responsible for Monitoring: Administrators, Fine Arts Department, Librarian, District Content Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional Supplies - 199 - General Fund - \$472.90 | Formative | | |
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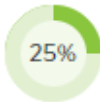

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.







Performance Objective 1: Passing rates of ELL students on state assessments will be at 55% or above on all tested subjects. Additionally, 75% of ELL students will achieve advanced high or demonstrate progress on the state TELPAS assessment.

Evaluation Data Sources: 2021 STAAR/TELPAS reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: ESL Programs - English as a Second Language students will be placed in a program which best meets their individual needs.</p> <ul style="list-style-type: none"> a. Read 180 with an ESL certified teacher b. Sheltered Reading level 5 classes c. ESL Writing and ELA classes d. Early extended day program e. Pull Out Tutoring Program f. ESL Reading Smart g. Reading Squared h. Rosetta Stone i. LLI kits <p>Strategy's Expected Result/Impact: Increased TELPAS test results, Improved reading and writing skills, Extended Day logs, RSI Reports (Read 180), Improved CBA results, Increased District Assessment Performance, Exiting Students from ESL Program, NEPA - Newcomer English Proficiency Assessment Results)</p> <p>Staff Responsible for Monitoring: ESL Department Head, ESL Peer Facilitator, Campus Content Coaches</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: ESL - 199 - General Fund - \$829.40, ESL materials - 263 - Title III A - Bilingual Education, Language - \$2,084.67</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Extended Day Program - Continuation of the extended day program to accelerate all students including migrant, ESL and special education students to close the academic gap. Test Prep/LLI Classes: all 2nd year recent immigrants for enrichment Strategy's Expected Result/Impact: Improved Student Attendance, Improved CBA scores, Improved Test Scores (STAAR), Improved Student Grades, Improved TELPAS scores, Exiting students from the ESL program Staff Responsible for Monitoring: ESL Department Chair ESL Peer Facilitator Campus Content Coaches Administrators Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: ESL - 199 - General Fund - \$829.40, Extended Day - Extended Day/Tutorial - \$1,797.50 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Curriculum Alignment - Curriculum will be aligned to the STAAR Readiness and Supportive Standards a. District Assessment b. STAAR c. Staff Development d. E.L.P.S. f. Inclusion/Classroom Facilitation Strategy's Expected Result/Impact: Improved Test Scores (STAAR) Lesson Plans Improved Grades Improved District Assessment Improved TELPAS Scores Staff Responsible for Monitoring: ESL Department ESL Peer Facilitator Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: ESL - 199 - General Fund - \$829.40, Title 1 - Campus Content Coaches/Peer Facilitators - 211 - Title 1 A - Economically Disadvantaged Study - \$52,653.53 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Enrichment and Acceleration STAAR skills classes - enrichment classes and acceleration STAAR classes through various programs to increase success for all students including ESL, special education and migrant students. Newcomer progress enrichment test for Levels I and II - three times a year. Strategy's Expected Result/Impact: Improved Test Scores (STAAR) Improved TELPAS Scores Improved percentage of students Exiting the ESL program Improved Student Grades Staff Responsible for Monitoring: ESL Department ESL Peer Facilitator Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: ESL - 199 - General Fund - \$829.40 | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.



Performance Objective 2: By the Spring of the year 2021, Distinction will be achieved in Special Education





Evaluation Data Sources: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactory on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Special needs students will be placed in their least restrictive environment and evaluated regularly for new placement. Campus will work collaboratively with the District Special Education Office to document State Assessment Decision-Making Process for students with disabilities (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online/STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing District/State required STAAR Online/STAAR Alternative Participation Requirement Forms. Ninety (90%) percent of students will master projected levels of achievement. Campus will work together collaboratively with District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time-line. Campus will follow district policy to ensure students with disabilities have access to facilities. Campus will follow district procedures in addressing Transition requirements for all students including students with disabilities. Campus will follow district procedures regarding parental requests for special education evaluations. Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: Inclusion Program - Continuation of the Inclusion Program</p> <p>(a) Students are mainstreamed into regular education classes</p> <p>(b) Special Education teacher(s) or aide(s) will co-teach or assist regular education teachers with inclusion support strategies</p> <p>(c) Special Education teachers and content area teachers aides will plan together</p> <p>(d) LLI kits</p> <p>(e) Special Education Teacher(s) or aide(s) will monitor behavior and implement strategies to improve attendance and behavior and communicate the information to the case manager</p> <p>Strategy's Expected Result/Impact: Student IEPs</p> <p>Improved Student Performance</p> <p>SRI Reports</p> <p>LLI Reports</p> <p>District Assessment Data</p> <p>STAAR/STAAR Online/STAAR-Alt</p> <p>TELPAS Alt.</p> <p>Staff Responsible for Monitoring: Special Education Department Chair, Administration</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> <p>Funding Sources: Special Education - 199 - General Fund - \$878.40</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: Resource Program - Continuation of the Resource Program</p> <p>(a) Students will continue to receive support in resource classes</p> <p>(b) Resource classes will serve as a bridge between severely profound students and regular education classes</p> <p>(c) Special Education teachers will instruct students who are best served in a resource class with small numbers of students</p> <p>(d) Teachers will monitor behavior and implement strategies to improve behavior along with communication of these strategies to case managers</p> <p>(e) LLI program will be utilized to assist in closing academic gaps</p> <p>(f) SUCCESS Program - Touch Math and News2You</p> <p>Strategy's Expected Result/Impact: Student IEPs Improved Student Performance SRI Reports LLI Reports District Assessment Data STAAR, STAAR - Alt2 Online CBAs</p> <p>Staff Responsible for Monitoring: Special Education Department Chair</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Behavior Support System (BSS) STAAR Prep Materials and Extended School Year- Teachers will utilize preparation materials to transition from alternative assessments to STAAR (a) STAAR / STAAR - ALT2 materials (b) Online resources for reading support (c) ESL Reading Smart (d) Extended Day Tutorials to accelerate instruction and close academic gaps for Special Education Students (e) In School tutorial program (f) Parent Conferences (g) Parent Academic meetings (h) LLI kits Strategy's Expected Result/Impact: Lesson Plans, SRI Reports, LLI Reports, Improved Student Performance, District Assessment Data, STAAR, STAAR-Alt2, Extended Day tutorial logs, Parent Conference and academic meeting logs Staff Responsible for Monitoring: Program Director Special Education Department Chair BSS Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Special Education - 199 - General Fund - \$878.40 | Formative | | |
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 No Progress
  Accomplished
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  Discontinue



Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: South Houston Intermediate will continue setting guidelines and structures to provide a safe and healthy learning environment.

Evaluation Data Sources: Students will follow dress code guidelines and supply guidelines.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Students will continue to dress in standardized dress attire as described in the student handbook and will continue to follow procedures according to P.B.I.S. Strategy's Expected Result/Impact: All students will wear proper standardized dress daily. Improved Climate. Staff Responsible for Monitoring: All Staff, McKinney-Vento/Migrant Case Manager | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students will come to class daily with required supplies: binder, paper, pen (blue or black) or a pencil, library book and their School issued Computer. Vouchers can and will be handed out for those unable to provide these materials and/or community donations. Strategy's Expected Result/Impact: Incentives, Improved academic success, Improved climate, Principal detention documentation, AVID Binders, Pink Slip Supply Checks Staff Responsible for Monitoring: All Staff, Communities in Schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Health Instruction will be continued to be incorporated through physical education classes, as well as offered for High School Credit. (a) Health Advisory Committee (b) Drug Awareness curriculum - Red Ribbon Week activities (c) Health Clinic (d) Wave Clinic services are offered to South Houston Intermediate (e) CIS Parent Nights (f) Yearly Physical fitness test- fitness-gram (g) Meaningful, scientific, researched-based information (h) Movement in class will be encouraged using Brain energizers (i) Students will participate in Universal Breakfast (j) Students attending after school tutorials are provided with healthy snacks. (k) Purple Thursday (Domestic Violence) (l) Digital Citizenship Awareness Strategy's Expected Result/Impact: Lesson planning log, Red Ribbon Week Activities log, Increased Awareness, Improved Academic Climate Staff Responsible for Monitoring: Physical Education Teachers, CIS Representative, Principal Classroom Teachers, Cafeteria Manager, McKinney-Vento/Migrant Case Manager Librarian, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Clinic - 199 - General Fund - \$572.90 | Formative | | |
| | Mar | June | Aug |
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No Progress



Accomplished



Continue/Modify







Discontinue







Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: By June of the year 2021, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 50% of gifted and talented students will demonstrate advanced performance on the STAAR Math, Reading, Writing, Science and Social Studies tests.

Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide gifted and talented and/or Pre-AP classes to identified gifted and talented students. Strategy's Expected Result/Impact: Class Schedules Staff Responsible for Monitoring: Counselor GT Coordinator Campus Content Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$598.10 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide book clubs for students to discuss literature during lunch and introduce inquiry circles to students. Strategy's Expected Result/Impact: Number of students participating in book clubs Staff Responsible for Monitoring: Librarian, Reading ELA teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide students with the opportunity to participate in the Name That Book Competition Strategy's Expected Result/Impact: Student Participation Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Library - 199 - General Fund - \$1,272.90 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide after enrichment for students in areas of interest Strategy's Expected Result/Impact: Student Sign in sheets, Student work products Staff Responsible for Monitoring: Communities in Schools, M.O.D., ACE Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Men of Distinction - 199 - General Fund - \$2,572.90 | Formative | | |
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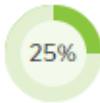

| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide opportunities for students to participate in Texas Performance Standards Projects Strategy's Expected Result/Impact: Student Work Products Staff Responsible for Monitoring: GT Teachers GT Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



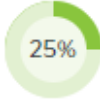







Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 5: By June 2021, the average daily attendance (ADA) will be at least 97%

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor daily attendance to ensure accuracy in state reporting. Strategy's Expected Result/Impact: Emails, Documentation of Noncompliance Staff Responsible for Monitoring: Campus Attendance Administrator, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 Funding Sources: Administration - 199 - General Fund - \$4,106.15 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Call students who are absent a second consecutive day Strategy's Expected Result/Impact: Parent Contact Logs Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Utilize automated phone system to contact parents whenever a child is absent Strategy's Expected Result/Impact: Phone Log Staff Responsible for Monitoring: Attendance Clerk, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Refer students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period to appropriate legal authorities. Strategy's Expected Result/Impact: DA Letters, Court Referral Records Staff Responsible for Monitoring: Attendance Clerk, Campus Attendance Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Administration - 199 - General Fund - \$4,106.15 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide counseling services to students that are experiencing attendance issues due to social or emotional reasons. Strategy's Expected Result/Impact: Counseling Logs Staff Responsible for Monitoring: Counselors, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Security Monitoring - 199 - General Fund - \$472.90 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



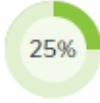





Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 6: By June of the year 2021, the percentage of at-risk students that demonstrate satisfactory academic performance will be equal or greater than the state average.

Evaluation Data Sources: 2021 STAAR results

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide academic and counseling support for qualifying at-risk students on campus Strategy's Expected Result/Impact: Lesson plans, Counselor logs, Assessment results Staff Responsible for Monitoring: Teachers, Counselors, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: At Risk - 199 - General Fund - \$1,035.15 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Intervention Assistance Team (IAT) will meet at least every 6 weeks with teachers to identify at-risk students and discuss strategies for assisting those students. Interventions and monitoring will be documented on Mizuni. Strategy's Expected Result/Impact: Meeting Minutes, Mizuni Reports, ESTAR Reports Staff Responsible for Monitoring: IAT Committee, Teachers, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: At Risk - 199 - General Fund - \$1,035.15 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students identified as at-risk will be provided with tutoring services such as Khan Academy, PPP, LLI or Delta Math by identified personnel. Strategy's Expected Result/Impact: Student Attendance Logs, Lesson Plans Staff Responsible for Monitoring: Teachers, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: At Risk - 199 - General Fund - \$1,035.15 | Formative | | |
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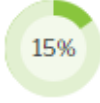

| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Provide reading intervention instruction to struggling readers and students diagnosed with dyslexia. Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Dyslexia and Intervention Teacher, Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: At Risk - 199 - General Fund - \$1,035.15 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional instruction to students outside of the regular school day. Strategy's Expected Result/Impact: 2020 STAAR results Staff Responsible for Monitoring: Principals, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutorials - 199 - General Fund - \$2,572.90 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 7: Discipline Referrals will decrease by at least 5% from the 2019-2020 school year.

Evaluation Data Sources: Discipline Report

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide a bullying training to all teachers and professional staff. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Counselors, Librarian, 21st Century Grant Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Staff Development - 199 - General Fund - \$897.90 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Continue with peer mediation program to help reduce conflict between students and teach conflict resolution skills. Strategy's Expected Result/Impact: Sign In sheets Staff Responsible for Monitoring: Counselor, Communities in Schools Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue the implementation of conscious discipline and CHAMPS by providing training to new teachers and posting expectations in all common areas. Strategy's Expected Result/Impact: Discipline Referrals Staff Responsible for Monitoring: Assistant Principals, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Staff Development - 199 - General Fund - \$897.90 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide an anti-bullying presentation to all homeroom classes. Strategy's Expected Result/Impact: Attendance Records Staff Responsible for Monitoring: Counselors, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Counselors - 199 - General Fund - \$1,785.90 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implementation of Restorative Circles Strategy's Expected Result/Impact: Improved Climate, Lines of Communication open, Emotional barriers broken down Staff Responsible for Monitoring: Principals, Administration Funding Sources: Staff Development - 199 - General Fund - \$1,722.90 | Formative | | |
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Goal 3: We will develop and promote 21st century career and college exploration and preparation programs for all students.



Performance Objective 1: Our students will utilize the AVID/AVID Excel program(s) to draft a plan for their future with the emphasis on preparing students to enroll in accelerated programming on campus.





Evaluation Data Sources: Increased graduation rate, increased percentage of students enrolled in advanced classes.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Accelerated Program at all levels for Pre-AP and GT students a. Staff Development in GT strategies b. Staff Development at Rice Institute c. AVID Strategy's Expected Result/Impact: Student course rosters, Map Testing Data, Improved end of year scores, Improved Participation in Pre-AP classes, Increased participation in PSAT tests, Increased participation in the DUKE Program, Increased percentage of Commended student STAAR performance Staff Responsible for Monitoring: Department Heads, Campus Content Coaches, Administrators, Instructional Specialists, AVID Site Coordinator, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$598.10 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: National Junior Honor Society - (NJHS) (a) Encouraging Academic Excellence (b) Identification of eligible students (c) Induction ceremonies (d) Service Projects: HOSTS, Toy Drive, Food Drive, Babysitting for Parent Academic Nights, AIDS walk Houston, Breast Cancer Walk - Houston (e) 30 hours required Community Service Strategy's Expected Result/Impact: Honor Society Roll, Increased Awareness of NJHS, Increased student self-esteem, Improved Climate Staff Responsible for Monitoring: Organization Sponsor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Academic Excellence Assemblies - (a) STAAR Bash (b) Year end Recognition (c) Semester Celebrations (d) Extended Day Bash (e) Team Academic Celebrations (f) Academic Pep Rallies (g) Wall of Fame (h) Honor and Merit Roll (i) Brunch Roll Strategy's Expected Result/Impact: Student recognition lists, Improved Academic Climate, Improved Attendance, Extended Day logs, Discipline Referrals, District Assessment Data, Report Cards Staff Responsible for Monitoring: Administration Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$2,172.90 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Classes for High School credit are offered (a) Algebra (b) Health (c) Art (d) Spanish (e) Spanish Credit by Exam (f) U.I.L. Fine Arts Strategy's Expected Result/Impact: Improved Academic Climate, Advancement in High School, Drop Out rate decreased Staff Responsible for Monitoring: Counselor, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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 No Progress
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Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Staff and students will foster positive rapport and build relationships through the use of: Rigor, Relevance and Relationship training
 Concise and consistent campus and classroom rules Student/Teacher contracts Motivational Rewards Group leaders in Classroom Staff Development on multicultural issues and ethnicity Academic Teaming Reinforcing appropriate student language Celebration activities Adopt an Indian - student mentoring, Sunshine Committee, Parent Family Nights, M.O.D.

Evaluation Data Sources: Records of Student discipline referrals Student performance in group activities Staff Development Activities Improved Campus Climate

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: South Houston Intermediate teachers will teach to the student's readiness and needs (a) STAAR materials for planning (b) Classroom evaluation for planning (c) Special projects (d) Rigor, Relevance and Relationships (e) Principal STAAR talks through History Classes (f) Staff Development in: AVID, E.L.P.S., Teaching Strategies, SIOP Instruction, Safe and Civil Schools, Inclusion/Classroom Facilitation, Cooperative Learning, Technology (Connect), 12 Powerful Words, Brain Power, T-3 Training, Department Planning, Bullying/Harassment, (g) 7th and 8th grade core area classes for students at risk of failing STAAR (h) Disaggregated data from STAAR scores, CBAs and Released STAAR by state accountability - subgroups including LEP, special education and migrant students (i) Interest Inventory - Kuder testing (j) Tutoring (k) Extended Day (Title I and III) (l) Comprehensive Needs Assessment (m) In-School tutoring (n) Student/Teacher contracts (o) Reading Skills Class and Tutorial Program (p) Saturday STAAR Camps (q) Technology (r) Communities in Schools (s) ACE After School Program Strategy's Expected Result/Impact: Previous STAAR scores, District Assessments, Teacher Observations, Attendance Records, Student Grades, STAAR Talk Logs, Extended Day Tutorial Logs, SuccessMaker Reports, SSI Talks, | Formative | | |
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| Released STAAR Staff Responsible for Monitoring: Principal, Campus Content Coaches, CIS Representative, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional - 199 - General Fund - \$2,577.90, ACE - 21st CCLC Grant - \$26,133.33 | | | |
| <div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | |





Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.







Performance Objective 1: Develop Multicultural Awareness

Evaluation Data Sources: Campus awareness of different cultures and populations on campus will create an environment of acceptance.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Develop a cultural awareness of various student groups. (a) District and campus staff development (b) Celebrate ethnic diversity throughout the curriculum (c) SIOP Instructional Strategies (d) Latin American Festival (e) AVID Strategy's Expected Result/Impact: Multicultural projects, Multicultural celebrations, Student portfolios, Improved Climate, Improved Relationships Staff Responsible for Monitoring: Department Chairs, Campus Content Coaches, AVID Site Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Develop an awareness of the special needs of various student ethnic groups. Strategy's Expected Result/Impact: Improved Climate, Improved performance among special populations Staff Responsible for Monitoring: ESL Department, Counselors, Teachers, Administrators, Campus Content Coaches, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: STAAR Readiness and Supportive Standards - All Teachers, students and parents will obtain a clear understanding of all STAAR objectives and SSI promotion requirements (a) Teachers will use published STAAR materials and team newsletters to communicate Readiness and Supportive Standards to students and parents. (b) Teachers will perform a complete Kilgo and Heat Map STAAR data dis-aggregation (c) STAAR conference with students and teachers (d) STAAR and SSI talks by Principal to all 8th grade History Classes Strategy's Expected Result/Impact: Lesson Plans/Calendar, Newsletters, Improved Curriculum, STAAR CBA scores Staff Responsible for Monitoring: Teachers, Administrators, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Tutorials - 199 - General Fund - \$2,577.90 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Consistent Parent Communication - (a) Newsletters (b) Marquee (c) Team/Individual Conferences (d) Open Policy for Visits (e) Progress Reports and Report Cards (f) Parent Meetings (g) Open House (h) Seventh Grade Orientation (i) Academic Parent Nights (j) Telephone Automated Call-Out System (k) Flyers (l) Posters (m) School Web Page (n) Staff Development Training Strategy's Expected Result/Impact: CIS Newsletters, Progress Reports, Report Cards, Conference Logs, Visitor Sign-in, Raptor system, Improved Academic Climate, Improved Academic Success Staff Responsible for Monitoring: All Staff Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Security/Raptor - 199 - General Fund - \$400, Instructional - 199 - General Fund - \$2,500, Parent - 199 - General Fund - \$83 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |



Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.



Performance Objective 2: Students, school personnel, parents, and community members will unite to improve the educational climate.



Evaluation Data Sources: We will increase attendance so that 99% of our students are present for school.
 We will create an effective atmosphere that will enable students to become self-directed learners.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Positive Rapport - Staff and Students will foster positive rapport and build relationships. (a) Rigor, Relevance and Relationships (b) Concise and consistent campus and classroom rules (c) Student-teacher contracts (d) Motivational rewards (e) Group Leaders in the classroom (f) Staff Development on multicultural issues and ethnicity (g) Academic Teaming (h) Reinforcing appropriate language (i) Celebration activities (j) Adopt a Student (k) Positive communication throughout the year to parents and community by marquee, web page, and letters home with report cards (l) Communities in Schools (m) Sunshine Committee (n) Parent Family Nights (o) Parent Ambassadors (p) Shared Activities with Matthys Elementary - Pumpkin Characters (q) Restorative Circles Strategy's Expected Result/Impact: Records of student Discipline referrals Student performance in group activities Staff Development activities Improved Climate Staff Responsible for Monitoring: All Staff Students Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Instructional - 199 - General Fund - \$2,500, Parent - 199 - General Fund - \$83 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: VIP (Honorable Chief) program will be utilized to recognize student success.</p> <p>(a) Students will be rewarded for Honor Roll, Perfect Attendance, and Excellent Conduct</p> <p>(b) Incentives for all VIP students</p> <p>(c) Principal recognizing VIP students on "Wall of Fame"</p> <p>(d) Year end Certificates</p> <p>(e) Honors Assemblies</p> <p>(f) Parent Center</p> <p>(g) Brunch Roll</p> <p>Strategy's Expected Result/Impact: Grade Speed Reports Wall of Fame Awards Programs Attendance Records</p> <p>Staff Responsible for Monitoring: Counselors Parent Coordinator</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2</p> <p>Funding Sources: Instructional - Awards - 199 - General Fund - \$2,500, Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$24,178.82, Parent - 199 - General Fund - \$500</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Athletic Recognition - (a) Announcements: Outstanding Players and Performances (b) Newsletters (c) Certificates and Plaques (d) Year End Banquet and Activities (e) Campus Newsletter (f) Marquee (g) Athletic Study Hall and Tutorials (h) Campus News (i) Indian News (Indian Vision) Strategy's Expected Result/Impact: Announcements Newsletters CIS Certificates Plaques Increased Academic Success Improved Athletic Performances Improved Sportsmanship Grades Attendance Staff Responsible for Monitoring: Campus Athletic Director(s) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Instructional - Awards - 199 - General Fund - \$2,500, Parent - 199 - General Fund - \$83 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Optimist Club - An all-inclusive youth organization that embraces the positive values of optimism, respect for self and others, and independence of mind through the unlimited opportunities of community service and sponsorship by Optimist international. Students CAN make a difference in the community. Students learn about: (a) Team work (b) Communication (c) Self-esteem (d) Money management (e) Citizenship Student Activities: (a) Clean up the school grounds (b) Make food baskets for families in need (c) Toys for Tots (d) Charitable contributions (e) Recycling Programs (f) Fund-raiser projects: car washes, penny wars, etc. (g) Volunteer Program Strategy's Expected Result/Impact: Student participation in activities Increased Self-Esteem Decreased discipline and office referrals Conduct grades (A/B) Academic grades Fundraiser participation Staff Responsible for Monitoring: All Staff, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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No Progress



Accomplished



Continue/Modify







Discontinue



Goal 6: We will ensure vital and ongoing relationships with our business and community partners.



Performance Objective 1: South Houston Intermediate will ensure the positive relationship among community and parent partners.





Evaluation Data Sources: Communities in Schools Mentoring Program will be continued and a Parent Volunteer Group will be created PTO

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 1: Parent Volunteer Group - (a) Encourage Parents, teachers, and community business support (b) Involvement in school activities (c) Recognition of volunteers at end of year (d) Parent academic nights (e) Parent Staff Development through CIS and Campus Strategy's Expected Result/Impact: Membership List Activities Sponsored Group Activities November Membership Drive Staff Responsible for Monitoring: Campus Content Coaches Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Parent - 199 - General Fund - \$83 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Peer Mediation - (a) Peer Mediation (CIS) (b) Development of Student Learners (c) Student Leadership training (d) Extended Day (e) P.B.I.S. surveys from students, teachers and community (f) Communities in Schools (g) Men of Distinction (h) SHAC Student of the Month, Athlete of the Month Strategy's Expected Result/Impact: Mediation log Activity sign-in log Decreased student discipline referrals Improved academic climate Teen Leadership course grades Teen Leadership Lesson Plans Staff Responsible for Monitoring: CIS Representative Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Parent - 199 - General Fund - \$83 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: After School Clubs - (a) Recycling Program (Trash Rats) (b) Soccer (c) Robotics Club (d) Spanish Club (e) See You at The Pole (f) Library Club (g) Orchestra Club (h) Computer Club (i) College Bound Club (j) Intramural (k) Dance Club (l) Athletics Club (m) Band Club (n) Game Club (o) Yearbook Club (p) Chess Club (q) International Reading Club (r) Optimist Club (s) Media Club (t) M.O.D. (u) National Junior Honor Society (v) Chess Club (w) Pentathlon Club (x) AVID Strategy's Expected Result/Impact: Club Sign-In sheets Student attendance Student Activities Increased Student Population Improved Climate Promotes Student Success Staff Responsible for Monitoring: Club Sponsors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: After School ACE - 21st CCLC Grant - \$26,133.33 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 4: Communities in Schools - Will help to match students attending South Houston Intermediate with community members. These volunteers provide consistent support and guidance on a one-on-one basis to encourage students to successfully learn, stay in school, and prepare for life. Strategy's Expected Result/Impact: Improved Academic Performance Improved School Attendance Increased Self-Esteem Character Development Increased Leadership Skills Respect for Others Staff Responsible for Monitoring: Campus CIS Representative Campus Content Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 | Formative | | |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue









Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 2: By June of the year 2021, the number of business and community partnerships will increase by 25%.

Evaluation Data Sources: Number of businesses and community organizations working with South Houston Intermediate.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Recruit businesses to participate in career day Strategy's Expected Result/Impact: Number of Participants Staff Responsible for Monitoring: Counselors, Campus Coaches, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Continue participation in community sponsored programs that provide social and academic support for our students and families, such as Backpack Buddies Strategy's Expected Result/Impact: Number of participants Staff Responsible for Monitoring: Counselors, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4 Funding Sources: ACE - 21st CCLC Grant - \$26,133.34 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Seek and develop new partnerships with businesses and the community that will provide support for our students. Strategy's Expected Result/Impact: New Partnerships Staff Responsible for Monitoring: Principal, Counselors, Assistant Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.



Performance Objective 1: By the Spring of the year 2021, 100% of all classrooms will meet the requirements of a 21st century classroom. By the Spring of the year 2021, all teachers will have a classroom website and update it regularly to keep in contact with families outside the school day. By the Spring of the year 2021, all classrooms will be equipped with Promethean Boards and Projectors; and all students will have a Dell Tablet to use daily. Parents will utilize Skyward to track their child's academic performance.



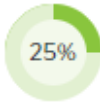





Evaluation Data Sources: We will increase student interest in learning through the incorporation of technology addressing all learning styles and thus increase student performance.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| <p>Strategy 1: We provide technology in the classroom through the 1:1 initiative. All grade levels will access computers and multimedia technology through the classrooms, the Library Media Center, Computer Labs, Mobile Computer Labs to integrate a focus on STAAR, student projects, research, and essay writing.</p> <p>Strategy's Expected Result/Impact: Lesson Plans, Labs' Sign Up sheets/Calendars, Improved Student Technology Skills Improved Test Scores (STAAR), Improved student grades and performance, Improved research skills</p> <p>Staff Responsible for Monitoring: Technology Liaison, Team Leaders</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,229</p> | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| <p>Strategy 2: All grade levels will use technology and multimedia to promote and improve reading skills.</p> <p>(a) Accelerated Reader Program (b) Remind 101 (c) Brain Pop (d) United Streaming (e) Inspiration Software (f) Microsoft Office (g) Web Site (h) Gaggle.net Email and Blig Resources (i) Research Projects (j) ThingLink (k) Prezi (l) Edgenuity (m) ActiView (n) YouTube (o) ActivInspire (p) 1:1 initiative (q) I-Station (r) Plan4Learning</p> <p>Strategy's Expected Result/Impact: Lesson Plans , Improved Test Scores (STAAR), Increased number of students scoring Commended on STAAR, Improved Student Grades, Accelerated Reader Reports, Library Circulation Reports,</p> <p>Staff Responsible for Monitoring: Librarian, Reading Department Chair</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230, Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84</p> | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| <p>Strategy 3: All grade levels will use technology and multimedia to improve math and science skills and scores on these respective STAAR tests</p> <ul style="list-style-type: none"> (a) EDUCAIDE CD-Rom on all computers (b) Hands-on manipulatives and activities (c) TMSA (d) Microsoft Office (e) Technology Links (f) T-3 District Grant (g) Math and Science Modules (h) Science Experiments (i) Hands-On activities and manipulatives (j) Research Projects (k) Synergistic Technology Software <p>Strategy's Expected Result/Impact: District Assessment Data Improved STAAR Scores AWARE reports Improved Student Grades TMDS Reports Lesson Plans Expressions in the Classroom</p> <p>Staff Responsible for Monitoring: Department Chairs, Technology Liaison</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6</p> <p>Funding Sources: Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,229</p> | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: All grade levels will use technology and multimedia to improve Science and Social Studies skills and improve scores on their respective STAAR tests. (a) United Streaming (b) Brain Pop (c) Resource Links (d) Curriculum on Wheels (COW) (e) 1:1 initiative Strategy's Expected Result/Impact: District Assessment Data Improved Test Scores (STAAR) Library Circulation Reports Improved Student Grades Lesson Plan Staff Responsible for Monitoring: Department Chairs, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$1,230 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students will use advanced technology application skills to learn programming and team work to participate in Robotics competitions using their Math, Science and Language Arts skills (a) Robot Design (b) Robot Task Performance Strategy's Expected Result/Impact: Improved Student Grades Student Portfolio Student Projects Improved STAAR Scores District Assessment Data Lesson plans/Calendar Staff Responsible for Monitoring: Robotics Course Instructor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

Performance Objective 2: By June of the year 2021, 50% of the 8th graders will meet the proficiency standard on the Tech Literacy Assessment.

Evaluation Data Sources: Technology Literacy Report

Summative Evaluation: Significant progress made toward meeting Objective





| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 1: Increase technology integration in classroom lessons through the use of the 1:1 Dell tablets. Strategy's Expected Result/Impact: Walkthroughs, Lesson Plans, Blended Learning Staff Responsible for Monitoring: Teachers, Tech Liaisons Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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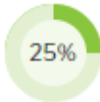





Goal 7: We will embed appropriate technologies throughout the campus to support both instructional and administrative needs.

Performance Objective 3: By June of the year 2021, 85% of teachers will participate in at least 3 hours of technology training.

Evaluation Data Sources: Eduphoria Log

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage teachers to participate in district technology training. Strategy's Expected Result/Impact: Eduphoria Reports Staff Responsible for Monitoring: Principal, Assistant Principal, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide technology training on campus Strategy's Expected Result/Impact: Sign in Sheets and Agenda from trainings Staff Responsible for Monitoring: Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide orientation to technology services Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

South Shaver Elementary

2020-2021 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of South Shaver Elementary is to provide a safe, stimulating, and inclusive environment that fosters the social, emotional, and intellectual growth of all students.

Vision

Our students will be confident, critical thinkers who take responsibility for themselves, demonstrate respect for others, and respond to the rapidly changing world around them.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable, and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

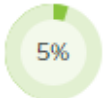


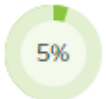


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

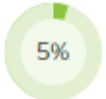














Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

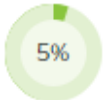


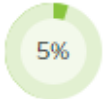


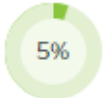


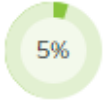


Targeted or ESF High Priority

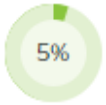


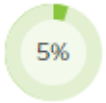


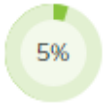






Evaluation Data Sources: walkthrough documentation, lesson plans, campus and district staff development logs and agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor curriculum implementation through campus walkthroughs. Strategy's Expected Result/Impact: walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequence for all courses in grades PK through 4. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: "90% of BFU Budget" MINUS Pgm 21, 23, 24, 25 - 199 - General Fund - \$44,709 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: campus staff development plan, agendas, and sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Salary - Title I Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$245,234 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Literacy Cohort, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research-based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research-based instructional practices. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Provide instructional supplies and materials needed to implement research-based strategies on a daily basis to promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Title I Campus Instructional Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$21,540 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research-based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: campus staff development plan, agendas, and sign-in sheets Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: master schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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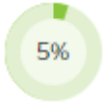


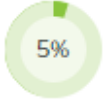


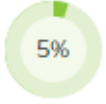





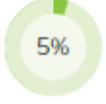


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



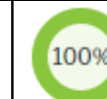




Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Targeted or ESF High Priority

Evaluation Data Sources: data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress toward English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Use data disaggregation to drive instruction. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

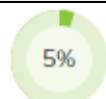

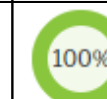
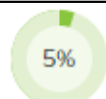

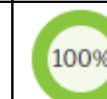
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




















Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: staff development plan, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide data talks on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, sign-in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase rigor and relevance. Strategy's Expected Result/Impact: Eduphoria reports, sign-in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: staff development plan, sign-in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

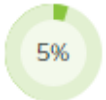


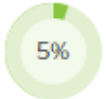


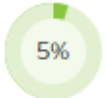


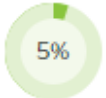






Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: sign-in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Accelerated Reader. Strategy's Expected Result/Impact: Accelerated Reader Reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: schedules, budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Campus Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement, and align reading materials to their instructional level. Strategy's Expected Result/Impact: WRAP assessment reports, LLI reports, iStation reports, lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff development about reading strategies. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 | Formative | | |
| | Mar | June | Aug |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

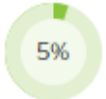


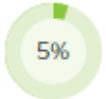






Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: G/T students will participate in Texas Performance Standards Project and other supplemental enrichment activities aligned with the regular academic program. Strategy's Expected Result/Impact: participation in district-wide G/T Showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: G/T (Pgm 21) - 199 - General Fund - \$2,030 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T-certified teachers. Strategy's Expected Result/Impact: class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: GT lesson plans Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Promote participation in the Duke Talent Search program in fourth grade. Strategy's Expected Result/Impact: participation in Duke Talent Search Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

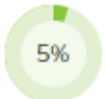


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

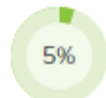


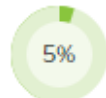


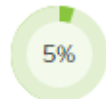





Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

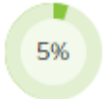


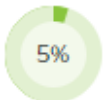


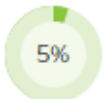


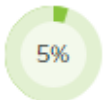






Targeted or ESF High Priority

Evaluation Data Sources: standardized and state assessments, T-TESS goals, Eduphoria reports, student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: sign-in sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Campus Leadership Team (CLT) will develop plans for students failing a portion of the STAAR test and for students in danger of failing a subject area. Strategy's Expected Result/Impact: intervention reports, grade reports Staff Responsible for Monitoring: Campus Leadership Team (CLT) Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, grade reports, LLI reports, iStation reports Staff Responsible for Monitoring: Peer Facilitators, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: At Risk (Pgm 24) - State Compensatory Funds - \$3,739 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based strategies and programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year participation, LLI reports, iStation reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Salary - Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$81,607 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Provide additional support to parents of at-risk students. Strategy's Expected Result/Impact: conference logs, agendas, and sign-in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Salary - Title I Counselor/Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$25,881 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support LEP students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE reports, intervention reports, grade reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Extended Day Funds (199) - Email from Shelley Wheeler - 199 - General Fund - \$5,360 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Offer the Texas ACE program after school to selected students in 2nd through 4th grade, to improve student attendance, behavior, and academics and to provide supplemental enrichment activities aligned with the regular academic program. Strategy's Expected Result/Impact: AWARE reports, grade reports, STAAR results, Intentional Activity Development packet, rating by outside evaluator Staff Responsible for Monitoring: Campus Administrators, ACE Program Coordinator, ACE Teachers, ACE Support Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: 21st Century Grant - 21st CCLC Grant - \$77,517 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

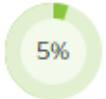


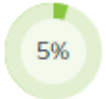


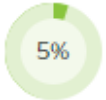


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



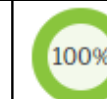




Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Targeted or ESF High Priority

Evaluation Data Sources: campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide instructional supplies and materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Title III Supplemental - 263 - Title III A - Bilingual Education, Language - \$3,386 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/LEP students for an appropriate and timely transition by following the district's bilingual continuum. Strategy's Expected Result/Impact: lesson plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Bil/ESL (Pgm 25) - 199 - General Fund - \$5,364 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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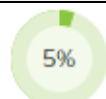

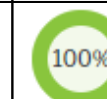
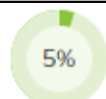

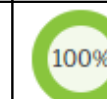
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Targeted or ESF High Priority

Evaluation Data Sources: campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: discipline reports Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  5% |  100% |  100% |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying, and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, safety drill logs Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: discipline reports, agendas, sign-in sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Character Education programs. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselor, Intervention Team, LSSP, District Behavior Response Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Counselor, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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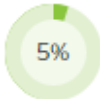


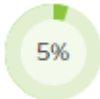


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

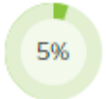


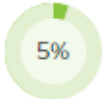






Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Targeted or ESF High Priority

Evaluation Data Sources: grade reports, intervention reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  5% |  100% |  100% |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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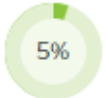


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.


Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Evaluation Data Sources: staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use district-wide grade and/or content-appropriate retest standards. Strategy's Expected Result/Impact: lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: intervention reports, grade reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT | Formative | | |
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Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Funding Sources: Salary - Title I Dyslexia and Intervention Teacher - 211 - Title 1 A - Economically Disadvantaged Study - \$86,150



0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|-----|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: attendance reports Staff Responsible for Monitoring: Campus Administrators, Nurse, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: attendance reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each

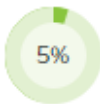








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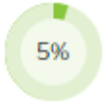


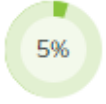


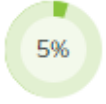


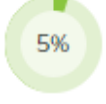


Performance Objective 12: During the current school year, the campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.

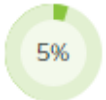


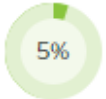


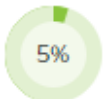


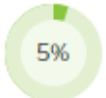


Targeted or ESF High Priority








Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: agendas, sign-in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by: (1) using data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and to ensure progress; (2) ensuring ARD documents clearly delineate the need for STAAR-Alt (i.e. PLAFF's, IEPS, deliberations) and/or planned accommodations; and (3) utilizing district/state-required STAAR-Alt Participation forms. Strategy's Expected Result/Impact: STAAR-Alt Participation forms Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: sign-in sheets, restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Campus will follow district policy to ensure that students with disabilities have access to facilities. Strategy's Expected Result/Impact: facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: agendas, sign-in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus Administrators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Spec Ed (Pgm 23) - 199 - General Fund - \$2,146 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus will include Special Education teachers in training regarding dyslexia and related disorders. Strategy's Expected Result/Impact: agendas, sign-in sheets, Eduphoria reports Staff Responsible for Monitoring: District Special Programs/504 Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus Administrators, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year's state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss a plan for accelerated instruction. | Formative | | |
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| Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrator, LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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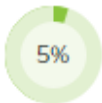


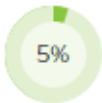


Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

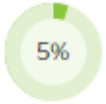


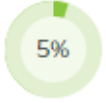






Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Targeted or ESF High Priority

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer required iStation assessments. Strategy's Expected Result/Impact: agendas, sign-in sheets Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least the minimum requirements for the "21st Century Classroom." Strategy's Expected Result/Impact: District Technology Plan, campus budget, inventory records Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: T-TESS, lesson plans Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: inventory report Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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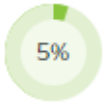


Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.








Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Targeted or ESF High Priority

Evaluation Data Sources: counselor documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: flyer distribution, pictures Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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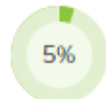


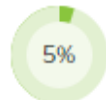






Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature- and technology-rich environment that will provide them with information related to 21st century career opportunities.

Targeted or ESF High Priority

Evaluation Data Sources: student understanding of Career Clusters, Career Day information, and College Week involvement

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Eduphoria lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| |  5% |  50% |  50% |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Eduphoria lesson plans, Career Day schedule Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

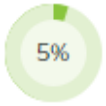






Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified, and support systems will be implemented to facilitate recruiting and retention of effective employees.

Targeted or ESF High Priority

Evaluation Data Sources: status reports, Job Fair documentation, and staff development logs

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentoring and staff development opportunities to new personnel. Strategy's Expected Result/Impact: mentor training, stipends, staff development sessions, sign-in sheets, agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports showing an increased number of staff participating in leadership and mentoring training Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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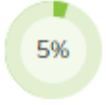
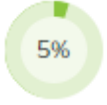
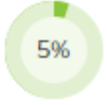
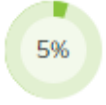


| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: campus staff development plan, Eduphoria lesson plans, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Plan4Learning (paid) - 211 - Title 1 A - Economically Disadvantaged Study - \$537 | Formative | | |
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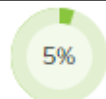



Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: parent workshop agendas and sign-in sheets, parent volunteer logs, calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: sign-in sheets, agendas, parent logs Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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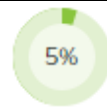
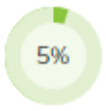


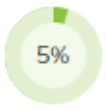






| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: agendas, sign-in sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, including online resources and eBooks. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Librarian, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide educational resources for parents on the campus website. Strategy's Expected Result/Impact: website usage data Staff Responsible for Monitoring: Campus Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information, and TAPR data. Strategy's Expected Result/Impact: sign-in sheets, agendas Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Title I Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,801 | Formative | | |
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Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: volunteer reports, donation reports

Summative Evaluation: Some progress made toward meeting Objective

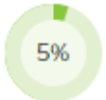


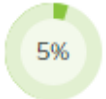


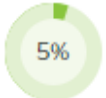





| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students (Student Council, Safety Patrol, etc.). Strategy's Expected Result/Impact: meeting agendas, sign-in sheets, student organizations' rosters Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e., Teacher of the Year, Paraprofessional of the Year, Volunteer of the Year, etc.) Strategy's Expected Result/Impact: awards and ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

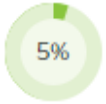

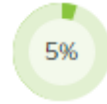




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: reduction in discipline referrals, staff development, Eduphoria reports Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in behavior management. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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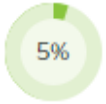


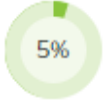


| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement an age-appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: counseling log Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

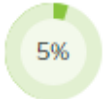


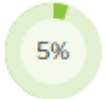






Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: The campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: annual accident reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed. Strategy's Expected Result/Impact: Provide response to medical crises on campus involving cardiac events, seizures, and first aid. Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus Administrators, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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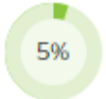


| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus emergency operations plans and safety drills, including reunification plans. Strategy's Expected Result/Impact: effective drill implementation and development of emergency operations plans Staff Responsible for Monitoring: campus administrators, counselor, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |


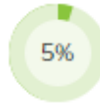
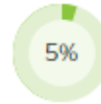




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: positive increase in patriotism and volunteerism

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: participation in various programs Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide support for student and staff participation in service-learning opportunities. Strategy's Expected Result/Impact: school calendar, participation by staff and students in various events Staff Responsible for Monitoring: Campus Administrator, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Southmore Intermediate
2020-2021 Formative Review



Mission Statement

Success...Whatever It Takes!

Vision

Raising Standards, Lifting Students, No Child Left Behind

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals










Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.










Performance Objective 1: Student performance on 70% of the district and state assessments will be at or above the district and state averages.








Evaluation Data Sources: MAP, CBA, MOCK, STAAR, and AWARE results on CFA's

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All core teams will take MAP, common formative assessments, common summative assessments. Each assessment will have a blueprint based on grade level Student Expectations, ensuring that all Power standards selected by each PLC have been assessed at the campus/district level. Strategy's Expected Result/Impact: Team leaders are responsible for turning blueprints in to Principal prior to each assessment. Staff Responsible for Monitoring: PLC Teams, Team Leaders, Campus Coaches, and Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Materials, Supplies, Copying & Printing materials - 211 - Title 1 A - Economically Disadvantaged Study - \$4,500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: PLC meetings will be held on a regular basis and after each common formative / summative assessment to identify areas where reteaching via small group (RTI) is needed. Strategy's Expected Result/Impact: Data analysis sheets, including Hot Spots; PLC team Agendas Staff Responsible for Monitoring: Core Team Leaders, Teachers, Campus Coaches, and administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Student expectations and Language Objectives will be posted in classrooms and discussed in PLC's and tied to the lesson plans. Strategy's Expected Result/Impact: Walkthrough Documentation Staff Responsible for Monitoring: Assistant Principals; Principal Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Rigorous instruction will be provided by highly qualified and trained teachers who follow District timelines and prepare common formative assessments. PLCs will begin with planned questioning and review of RTI needs for individual students. Real Time Intervention in the regular classroom setting will be offered to struggling students based on data. Strategy's Expected Result/Impact: Walkthrough documentation, ACE after school staff Staff Responsible for Monitoring: Teacher, Campus Coaches, Principals, ACE Coordinator TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction - Comprehensive Support Strategy Funding Sources: Professional Development and Team Training - 211 - Title 1 A - Economically Disadvantaged Study - 6100 - \$3,000, Tutorials - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Rigorous instruction and student learning will be supported by campus coaches through Peer Coaching. Strategy's Expected Result/Impact: Data collection tools Staff Responsible for Monitoring: Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: - State Compensatory Funds | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Incorporate more intervention into the school day by expanding Reading and Math elective classes. Offering strong purposeful TIER I instruction with small group instruction as needed, and TIER III elective courses for students that are still having difficulty. Strategy's Expected Result/Impact: Common formative, common summative assessment data, and STAAR assessment data Staff Responsible for Monitoring: Teacher, Campus Coach, Core Content Specialist, and Principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Small Group / Workshop Lab for Struggling learners (PL) - 211 - Title 1 A - Economically Disadvantaged Study - \$22,259 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Intervention opportunities will be offered before, during regular class time via small group (RTI), and after school tutorials. Strategy's Expected Result/Impact: RTI time (small group instruction), ACE after school program staff, and tutorial logs Staff Responsible for Monitoring: Principal, Teachers, ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Tutorials - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, - Extended Day/Tutorial - \$3,715, - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Monitor student Progress (Fix your Grade Fridays) in Homeroom; recognize and reward student achievement with Bulldog Coupons, BITE celebrations and in Academic Spotlight via WOOF TV. Strategy's Expected Result/Impact: Student grades Staff Responsible for Monitoring: Teachers, Campus Coaches, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Rewards - 199 - General Fund - \$1,000 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: In order to meet the needs of the struggling learners teacher teams will be provided planning time with campus and district specialist with a goal of identifying, planning, and assessing power focus standards. The planning opportunity will be extended to all 4 core areas. Strategy's Expected Result/Impact: MAP results (3 times per year), CFA's, CBA's, STAAR results Staff Responsible for Monitoring: Principals, campus coaches, CCS's, and District Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Funding Sources: Team Planning with Specialist - 199 - General Fund - \$4,000 | Formative | | |
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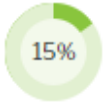


Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 2: Passing rate of special education students on state assessments will be at 55% or above in all tested subjects.













Targeted or ESF High Priority

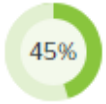


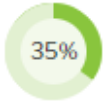









Evaluation Data Sources: MAP, MOCK, STAAR, and AWARE results on CFA's

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR Online and STAAR Alt (i.e., PLAFFs, IEPS, deliberations) and (3) utilizing TEA required STAAR Online and STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: Assistant Principal, LSSP, Case managers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: Assistant Principal, LSSP, Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: LSSP ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Staff Development Logs Staff Responsible for Monitoring: Principals ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Accessibility Issues noted by SBDM and addressed by Principal Staff Responsible for Monitoring: Principal ESF Levers: Lever 1: Strong School Leadership and Planning | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Tutorials will be offered to support special education students' academic success before, during, and after school. Strategy's Expected Result/Impact: Sign-in sheets, after school ACE sign - in sheets Staff Responsible for Monitoring: Principals, Teachers; ACE Coordinator ESF Levers: Lever 5: Effective Instruction Funding Sources: Extended Day teacher expense - Extended Day/Tutorial - \$3,715, - 211 - Title 1 A - Economically Disadvantaged Study - \$1,500, Tutorials - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Special Education Aides and Title 1 Aides will be utilized and trained to support special education students. Strategy's Expected Result/Impact: Aide Schedule Staff Responsible for Monitoring: Principal, Assistant Principal Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Teachers will review MAP, formative, and summative assessment data to identify areas where more support is needed. Strategy's Expected Result/Impact: Data analysis forms with Hot Spots noted and keeping track of students in attendance needing additional help before and after school during ACE Staff Responsible for Monitoring: Teachers, ACE Coordinator ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Co-teach and inclusion classes will be in place for students requiring support facilitation. Strategy's Expected Result/Impact: Teacher Schedules Staff Responsible for Monitoring: Principals, Counselors, and Teachers ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Additional Targeted Support Strategy Funding Sources: student support - 224 - IDEA-B Special Education | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Campus will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: ARD Minutes Staff Responsible for Monitoring: LSSP; Case Managers Schoolwide and Targeted Assisted Title I Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Campus will provide support in the area of planning for students with disabilities and will assist the teaching staff in identifying and using students FIE and PLAAFPS during PLC's. Identify needs, plan, teach, and assess based on students goals. Strategy's Expected Result/Impact: Student Individual growth, MAP, MOCK, and STAAR Staff Responsible for Monitoring: Principals, Teachers, Para - professionals, Campus Coaches, CCS's, and District Specialist Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Provide Real Time Intervention and small group instructional strategies with in the 57 minute class period to assist all students with their learning difficulties. Strategy's Expected Result/Impact: Increased Progress on MAP, CFA's, MOCK, STAAR Assessments Staff Responsible for Monitoring: Principals, Teachers, Campus Coaches, Case Managers, and CCS'S Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: Passing rates of ELL students on state assessments will be at 60% or above in all tested subjects. Additionally, 75% of ELL students will achieve Advanced High or demonstrate progress on the state TELPAS assessment.

Evaluation Data Sources: MAP, CFA's, MOCK, STAAR reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The LPAC committee will meet and review assessment data to determine progress of ELLs.(CIP - Reading, Math, Writing, ELL) Strategy's Expected Result/Impact: LPAC Minutes Staff Responsible for Monitoring: LPAC Administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will review formative and summative assessment data, MAP Progress, to identify areas where more support is needed. (CIP - Reading, Math, Writing, ELL) Strategy's Expected Result/Impact: Data analysis forms with Hot Spots noted Staff Responsible for Monitoring: Campus Coaches, PLC Team, and CCS's ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: A Language Arts elective lab that will focus and reinforce basic language fundamentals will be implemented to help sheltered ELLs. (CIP - Reading, Math, Writing, ELL) Strategy's Expected Result/Impact: LEP Improvement on common assessments Staff Responsible for Monitoring: Campus Coaches ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Language Objectives will be documented in lesson plans and posted in the classroom by all teachers.(CIP - Reading, Math, Writing, ELL) Strategy's Expected Result/Impact: Walkthrough Documentation Staff Responsible for Monitoring: Assistant Principals Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: ESL Aides will be utilized and trained to support ELLs who are in a sheltered setting. (CIP - Reading, Math, Writing, ELL) Strategy's Expected Result/Impact: ESL Aide Schedule Staff Responsible for Monitoring: Principal Comprehensive Support Strategy Funding Sources: Training - 263 - Title III A - Bilingual Education, Language - \$1,213.50 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Tutorials, Real Time Intervention, and extended day opportunities (ACE), and morning tutorial opportunities (ACE) will be offered to support ELLs academic success. (CIP - Reading, Math, Writing, ELL) Strategy's Expected Result/Impact: Teacher sign-in sheets Staff Responsible for Monitoring: Teachers, ACE Teachers, ACE Coordinator Comprehensive Support Strategy Funding Sources: Tutorials expense - 263 - Title III A - Bilingual Education, Language - \$1,213.50, - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Math and reading electives will be made available to ELLs struggling in those content areas. (CIP - Reading, ELL) Strategy's Expected Result/Impact: Student enrollment in courses Staff Responsible for Monitoring: Teachers, Campus Coach, CCS, Principal Schoolwide and Targeted Assisted Title I Elements: 2.4 - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Teachers will incorporate the use of SIOP and ESL strategies into their teaching. (CIP - Reading and Math) Strategy's Expected Result/Impact: Walkthrough documentation Staff Responsible for Monitoring: Teachers, Campus Coach, CCS, Principal Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Create common rubric to score writing samples in all core areas. Collect ESL Writing Samples in each content area each six weeks to ensure students are prepared for the TELPAS Writing Collection. (CIP - Reading, Writing) Strategy's Expected Result/Impact: Writing Samples on file Staff Responsible for Monitoring: Campus Coach, CCS Comprehensive Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Offer training on dictionary usage, especially the Bilingual dictionary in LA classes; investigate electronic bilingual dictionaries. (CIP - Writing, Reading, Science, Social Studies , ELL) Strategy's Expected Result/Impact: Student use of dictionaries Staff Responsible for Monitoring: CCS, Campus Coach Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Use Capstone ebooks for Guided Reading and provide SSR time to support literacy. Provide leveled reading selections in the classroom (classroom libraries) (CIP - Reading, ELL) Strategy's Expected Result/Impact: Homeroom lessons Staff Responsible for Monitoring: Librarian, Principal, Campus Coaches, and CCS TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy Funding Sources: Classroom Libraries - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: All core teachers were trained in 7-Steps to a Language Rich Classroom and Talk-Read-Talk-Write. Specific strategies have been targeted as part of our Problem of Practice for Internal Instructional Rounds (CIP - Reading, Writing, Math, ELL). Strategy's Expected Result/Impact: Lesson plans, walkthroughs Staff Responsible for Monitoring: Teachers, CCS, Campus Coaches, Principals ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Tutorials and Extended Day Tutorials are offered specifically to ELL students to help with reading fluency and comprehension. Total Participation strategies, like partnered reading, are implemented at each session. (CIP - Reading, ELL) Strategy's Expected Result/Impact: Tutorial Sign-In sheets, Extended Day Tutorial log, AWARE and STAAR assessment data Staff Responsible for Monitoring: Assistant Principal, Campus Coaches, CCS Comprehensive Support Strategy | Formative | | |
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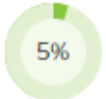









Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: By June 2020, 100% of students identified as gifted and talented will demonstrate satisfactory academic performance and at least 75% of gifted and talented students will demonstrate advanced academic performance on STAAR.

Evaluation Data Sources: STAAR results

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Pre-AP classes will be offered to GT students. Strategy's Expected Result/Impact: Pre-AP rosters Staff Responsible for Monitoring: Counselor; Principal | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: GT students will have the opportunity to participate in extra-curricular academic competitions such as the Spelling Bee, Science Fair, STEAM competition, Robotics, Duke Talent Search, PSAT, Name that Book Competition and the Academic Pentathlon. Strategy's Expected Result/Impact: Students in Competition Staff Responsible for Monitoring: Teacher; Librarian; Spelling Bee Coordinator Funding Sources: participation expense - 428 - G/T Performance Standards - \$2,437 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: GT students will create a TPSP based on District criteria in May. Strategy's Expected Result/Impact: Project evaluations Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Pre-AP Teachers will be GT-certified and will participate in District GT staff development. Strategy's Expected Result/Impact: Staff Development Portfolios Staff Responsible for Monitoring: GT Liaison | Formative | | |
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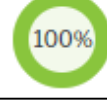
| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: A parent meeting will be held to introduce parents to the GT project and to address the purpose of the GT program. Strategy's Expected Result/Impact: Meeting Agenda / sign-in sheet Staff Responsible for Monitoring: GT Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Pre-AP students are selected to peer tutor during DAWG time. Strategy's Expected Result/Impact: DAWG time drafts Staff Responsible for Monitoring: Campus Coach, Principal | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 5: By June 2020, the average daily attendance (ADA) will be at least 96%.

Evaluation Data Sources: Attendance Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor daily attendance reporting to ensure accuracy in state reporting. Strategy's Expected Result/Impact: Attendance data Staff Responsible for Monitoring: Assistant Principal, Attendance Clerk | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Utilize automated phone system to contact parents whenever a student is absent. Strategy's Expected Result/Impact: SchoolMessenger reports Staff Responsible for Monitoring: Attendance Clerk, front office staff, Principals | Formative | | |
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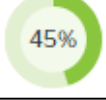
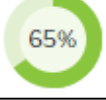
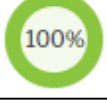
| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide written notification to parents or guardians regarding 3 unexcused absences and the potential referral to legal authorities. Issue appropriate Truancy Prevention Measures to students with 3 or more unexcused absences within a four week period or 10 or more unexcused absences within a 6 week period. Strategy's Expected Result/Impact: Attendance Documentation Staff Responsible for Monitoring: Attendance Clerk; Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Actively pursue leavers and potential dropouts by participating in the annual District's Walk for Success. Strategy's Expected Result/Impact: Leaver records Staff Responsible for Monitoring: Dr. McCarley, Registrar, Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Recognize and reward perfect attendance in Academic Pep Rallies. Strategy's Expected Result/Impact: Attendance rate Staff Responsible for Monitoring: Campus Coaches ESF Levers: Lever 3: Positive School Culture Funding Sources: campus rewards - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000, Campus rewards - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Recognize Homerooms with the highest attendance by six weeks. Strategy's Expected Result/Impact: Attendance by homeroom rate Staff Responsible for Monitoring: Attendance Clerk, Principals, and Campus Coaches Funding Sources: Certificates and rewards - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Student attendance incentives such as iPads, Beats headphones, shoes, and movie passes to be awarded. Strategy's Expected Result/Impact: Attendance rate Staff Responsible for Monitoring: Principal Funding Sources: Incentives - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 6: Discipline referrals will decrease by at least 5% from the previous school year.

Evaluation Data Sources: PBIS Discipline Report

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Make students aware of Discipline Expectations and BARK Guidelines for Success through WOOF TV, on School PowerPoint and in Discipline Assembly. Inform students of requirements for DAWGS Day Out Field Trip. Strategy's Expected Result/Impact: Student signature on Discipline Assembly notes Staff Responsible for Monitoring: Counselors, Campus Coaches, and Assistant Principals Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: School wide Programming - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement and maintain an anti-bullying campaign, including bullying awareness on WOOF TV and advertise the link to report bullying on school's website. Strategy's Expected Result/Impact: Bullying documentation in Discipline system Staff Responsible for Monitoring: Counselors, BARK Committee, Website | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use call-out to notify parents if a student has been in the discipline office. Strategy's Expected Result/Impact: Student messaging system - Sky alert Staff Responsible for Monitoring: Discipline clerk | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: BARK Committee meets monthly to study school needs and discipline statistics and presents strategies to staff. Strategy's Expected Result/Impact: BARK Meeting notes Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Practice crisis procedures and train all staff in crisis procedures including building safety (fire drill, duck and cover, metal detector, ALICE (active shooter training, child abuse, bullying and harassment and suicide prevention. Strategy's Expected Result/Impact: Record of practiced drill and Logs Staff Responsible for Monitoring: Teachers, Principals, Assistant Principal, Nurse, Counselor, and Custodial ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: School Safety and Security Materials and Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 | Formative | | |
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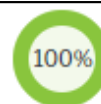
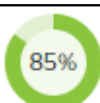
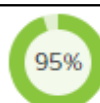
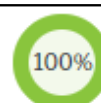




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 7: 100% of students will participate in Homeroom activities which support a healthy climate and academic learning.

Evaluation Data Sources: School Calendar

Summative Evaluation: Significant progress made toward meeting Objective








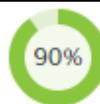
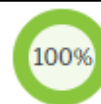
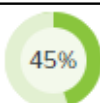
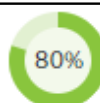
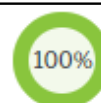
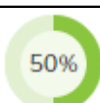
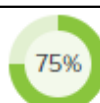
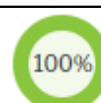




| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide students with homeroom time for mentoring, goal setting, monitoring of grades, relationship building and to celebrate their progress and academic abilities. Strategy's Expected Result/Impact: Planned mentoring tracking form, School calendar, and WOOF TV scripts Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Hold homeroom academic competitions that support the campus literacy focus, such as Read-Squared competitions, attendance incentive, etc. Strategy's Expected Result/Impact: Competition results Staff Responsible for Monitoring: Campus Coaches Funding Sources: - State Compensatory Funds - 6300 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 3: Offer Bulldog Incentive to Excel (BITE) to students who are passing each six weeks. Strategy's Expected Result/Impact: BITE attendance / ICU list Staff Responsible for Monitoring: Campus Coaches | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Bulldog Coupons will be earned by students for progress and report card performance, including conduct and attendance. Strategy's Expected Result/Impact: Bulldog Buck purchases in store Staff Responsible for Monitoring: Homeroom Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use ebooks, guided questions, and Read - Squared. Strategy's Expected Result/Impact: Library circulation Staff Responsible for Monitoring: Librarian, CCS, Campus Coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Offer creative incentives for attendance, grades, and behavior, by creating campus wide incentive program with the use of the Silhouette CAMEO 3 Wireless Cutting Machine. Strategy's Expected Result/Impact: Offer Incentives throughout the year that recognize students strengths. Staff Responsible for Monitoring: Campus Coaches, Principals, and Counselors Funding Sources: Incentives - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Multiple learning structures will be in place to support at-risk students before, during, and after school.

Summative Evaluation: Significant progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: The Intervention Assistance Team (IAT) will meet and review assessment, attendance, and discipline data to determine intervention needs of at-risk students. Strategy's Expected Result/Impact: IAT Documentation Staff Responsible for Monitoring: Counselor, Principals, Reading Specialist | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Tutorials and DAWG time will be offered to support the academic success of at-risk students (CIP Reading, Math, Science, Social Studies, SPED, ELL) Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Teachers, ACE Coordinator, and Campus Coaches Comprehensive Support Strategy Funding Sources: Tutorials and Supplies - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: A Direct Dyslexia Reading class, as well as Math and Reading elective classes will be made available to students struggling in those content areas. The math elective teacher will use Dream Box to support student learning. Strategy's Expected Result/Impact: Class rosters, Dream Box Data Staff Responsible for Monitoring: Teachers, counselors, Campus DAIT Specialist | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: High-school credit courses will be offered in Algebra, Communication Applications, Health and Art 1. Credit-by Exam will also be offered for high school Spanish I and II. Strategy's Expected Result/Impact: Class roster and Credit issued Staff Responsible for Monitoring: Principal, Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: All students will be tested using Literably to determine reading level and intervention needs. Strategy's Expected Result/Impact: Literably results Staff Responsible for Monitoring: Teachers, DAIT, Reading Elective Teacher | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



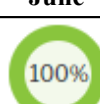
Goal 3: We will develop and promote 21st Century career and college exploration and preparation programs.

Performance Objective 1: 95% of Southmore students will utilize the KUDER program to draft a plan for their future and present this plan to a committee during Rites of Passage by May 28, 2019.

Evaluation Data Sources: Graded Rites of Passage rubrics

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administer Kuder career interest inventory test to all students; students utilize results as they plan for their college and career exploration projects. Strategy's Expected Result/Impact: Kuder test results Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students create resume and interview with community members during Career Day in May. Strategy's Expected Result/Impact: Career Day Interview feedback Staff Responsible for Monitoring: ELAR Teachers; Campus Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Career electives offered to 8th grade students. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Principal, Teacher | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: College Field Trip for 8th Grade Students. Strategy's Expected Result/Impact: Field Trip Staff Responsible for Monitoring: Counselors, Campus Coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Transition activities with Rayburn, such as 8th Grade students visiting Rayburn and Rayburn students (Music and Athletic programs, guests on WOOF TV) coming to Southmore will take place throughout the year. Strategy's Expected Result/Impact: Visits Staff Responsible for Monitoring: Campus Coaches, Directors, Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: 8th Grade students will be given the PSAT Assessment. Strategy's Expected Result/Impact: PSAT results Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Introduce Career and Tech High School as well as Early College High School opportunities to students and parents as they plan for high school. Strategy's Expected Result/Impact: Campus Meetings Staff Responsible for Monitoring: Counselor, Parent Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implementation of the Summit Learning Model. A team with in a team approach in which the students are fully involved in a personalized learning plan. Will strongly promote the students learning through project based learning and addressing the cognitive skills needed for transformational learning. Strategy's Expected Result/Impact: MAP, STAAR, Cognitive attainment Staff Responsible for Monitoring: Principal, Assistant Principals, Campus Coaches, CCS, District Connect Team | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Incentives for Connect students that have completed their power focus areas ahead of due date. Strategy's Expected Result/Impact: Completion of Power Focus Areas Staff Responsible for Monitoring: Connect Teacher(s), Campus Coaches, and Principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |






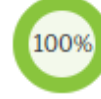


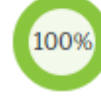




Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: All teachers will hold certificates and be highly qualified for the course(s) they are teaching.

Evaluation Data Sources: Teacher Certifications

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Human Resources and interview teams will screen candidates Strategy's Expected Result/Impact: All interviewed candidates Highly Qualified Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: New teachers will receive induction support from campus-based mentors Strategy's Expected Result/Impact: Mentoring documentation Staff Responsible for Monitoring: Assistant Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: All teachers will attend staff developments to stay current in their content area Strategy's Expected Result/Impact: Staff Development Portfolios Staff Responsible for Monitoring: Principal; Core Team Leaders | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The Campus Climate Committee will support teachers by recognizing staff members and providing goodies and treats throughout the year Strategy's Expected Result/Impact: Meeting agendas Staff Responsible for Monitoring: Assistant Principal; Committee Chair | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Team building activities at the beginning of the year and common conferences will be scheduled to facilitate teacher-to-teacher support Strategy's Expected Result/Impact: Agendas Staff Responsible for Monitoring: Campus Coaches; Assistant Principal; Principal; Core Team Leaders by grade level | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: All English Language Arts teachers will hold English as a Second Language supplemental certificates. All Math, Science, and Social Studies teachers will be trained in SIOP strategies. (SG - Reading, Writing, Science, Social Studies, ELL) Strategy's Expected Result/Impact: Teacher Certifications and Eduphoria Staff Development logs Staff Responsible for Monitoring: Principal; Assistant Principals Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: All certified staff members will complete the 6 hour state required E - Course pertaining to Dyslexia in order to stay current. Strategy's Expected Result/Impact: May 2020 - 100% E -Course completion rate Staff Responsible for Monitoring: Principal, Assistant Principal, and Certified teaching staff. | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.



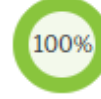


Performance Objective 1: A minimum of 300 Southmore parents will participate in on-campus activities. Multiple opportunities for meaningful parental engagement will be offered to parents before the end of the school year. Southmore will offer a parent Institute on Mondays and Wednesdays for the purpose of establishing a strong purposeful relationship between school and home.













Targeted or ESF High Priority











Evaluation Data Sources: Activity Sign In sheets, Parent Involvement Committee Agendas, Parental involvement and attendance at Parent Institute meetings, and Meeting Minutes.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The volleyball team will hold a Parent Appreciation Night. Strategy's Expected Result/Impact: Parent sign-in Staff Responsible for Monitoring: Coaches; Campus Coaches ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Southmore will hold a Schedule Pick- Up Night. Strategy's Expected Result/Impact: Sign-ins Staff Responsible for Monitoring: Principal, Assistant Principal, Counselors, Teachers, and Campus Coaches ESF Levers: Lever 3: Positive School Culture Funding Sources: Printing, Copying, Mail Cost - 211 - Title 1 A - Economically Disadvantaged Study - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Southmore will hold an Open House and Title 1 Meeting in the Fall when the first progress report goes out. Tutorial, Title 1 and State Assessment information will be distributed. A Book Fair will also be scheduled on that night to encourage Literacy. Strategy's Expected Result/Impact: Sign-ins Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.6, 3.2 - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The Parent Involvement Committee will survey parents to determine other opportunities to attract parent involvement. Strategy's Expected Result/Impact: Surveys Staff Responsible for Monitoring: Parent Involvement coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Southmore will hold a Parent Report Card Night in February to inform parents of student progress, the school report card and extended day opportunities. A Book Fair and Literacy night will also be scheduled on that night to encourage reading. Strategy's Expected Result/Impact: Sign-in sheets Staff Responsible for Monitoring: Principals, Librarian, Literacy Committee, and Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - \$567.04 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Call-outs, handbooks and other written materials will be completed in both Spanish and English. Strategy's Expected Result/Impact: Sample materials Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, and Clerical Staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Mandatory Parent Conferences will be held to make parents aware of student academic and discipline issues. Strategy's Expected Result/Impact: Conferences documented in discipline system Staff Responsible for Monitoring: Teachers, Assistant Principals TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Parents will be invited to attend the End of Year Athletic Banquet and Awards Ceremonies in May. Strategy's Expected Result/Impact: Parent attendance Staff Responsible for Monitoring: Coaches; Campus Coaches, and CCS ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Parents will be invited to presentations about the Career Tech High School, Rayburn High School and high school graduation requirements. Strategy's Expected Result/Impact: Parent attendance Staff Responsible for Monitoring: Counselor TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 10: Technology trainings that inform the community of the benefits and dangers of modern day technology will be made available to parents throughout the year. Strategy's Expected Result/Impact: Sign-in sheets, surveys Staff Responsible for Monitoring: Campus Coaches, Parent Coordinator, and Principals Schoolwide and Targeted Assisted Title I Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide additional and individual support to parents of at risk students. Strategy's Expected Result/Impact: Conference logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor, Parent Coordinator, ACE Coordinator ESF Levers: Lever 3: Positive School Culture Funding Sources: Parental Support - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Implement research - based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day, yearly participation numbers, STAAR, Logs Staff Responsible for Monitoring: Principals, Campus Coaches, Teachers, ACE Coordinator ESF Levers: Lever 5: Effective Instruction Funding Sources: Programming - 21st CCLC Grant | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Plan, develop, and offer a Parent Institute in order to build a home to school connection with all parents. With consistent parent involvement, we will assist and help our students at Southmore overcome barriers in the areas of attendance, academic achievement, and personal behaviors that are derailing them from achieving their goals. Strategy's Expected Result/Impact: Parent Institute sign in forms, parent survey, and attendance at parent events. Increased Performance in core classes, MAP, and STAAR. Staff Responsible for Monitoring: Parent Coordinator, Principal, Assistant Principal, Counselor, and ACE Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture | Formative | | |
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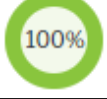
| Strategy 14 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 14: Mobile Medical Unit to be housed weekly at Southmore to serve parent and students who are experiencing illnesses. Strategy's Expected Result/Impact: Sign - in sheets of those using the facility. Increase in student attendance. Staff Responsible for Monitoring: Parent Coordinator, Principal, Assistant Principal, and Nurse Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Houston Food Bank Partnership - providing the backpack program for struggling families who are in need of food. Strategy's Expected Result/Impact: student and families served, list Staff Responsible for Monitoring: Backpack Buddy Coordinator, Counselors, Principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

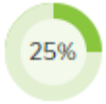












Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: A minimum of 30 professionals from the community will participate in activities at Southmore before the end of the school year.

Evaluation Data Sources: Community Participation in school activities

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The Community Outreach Committee will actively seek support from professionals and organizations in the community. Strategy's Expected Result/Impact: Community participation in school events Staff Responsible for Monitoring: Parent and Community Outreach Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Professionals and members from the community will be invited to speak/present on WOOF-TV. Strategy's Expected Result/Impact: WOOF programs Staff Responsible for Monitoring: Community Outreach Chair | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Community members will be invited to judge special events on campus, such as Rites of Passage. Strategy's Expected Result/Impact: List of Community participants Staff Responsible for Monitoring: Campus Coaches and Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: The Parent Committee will invite Community Organizations and Businesses to participate in and speak at school events. Strategy's Expected Result/Impact: Community participation in school events Staff Responsible for Monitoring: Members of the Parent Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Community professionals will be invited to participate in Career Day in May. Strategy's Expected Result/Impact: Career Day attendance Staff Responsible for Monitoring: Campus Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |















Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.
















Performance Objective 1: 90% of Southmore students will have completed a Technology Applications course or will have created a project that utilizes technology in a core area. Additionally, 70% of 8th grade students will meet the proficiency standard on the Tech Literacy assessment.








Evaluation Data Sources: Tech Literacy assessment report

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students utilize technology for all classes. Strategy's Expected Result/Impact: Student products Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers update their technology training in order to utilize technology in the classroom. Strategy's Expected Result/Impact: Staff Development Portfolio Staff Responsible for Monitoring: Teachers, Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: At-risk students utilize computer-based instruction to support their learning (Dreambox, Discovery Education, Brain Pop, and Literably). Strategy's Expected Result/Impact: Teacher records Staff Responsible for Monitoring: Teachers, Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers utilize District Playlists and current event videos as springboards for class discussion. Strategy's Expected Result/Impact: Teacher plans Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Elective classes in Yearbook and Media Productions provide opportunities for further student use of digital media. Strategy's Expected Result/Impact: Student products Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Science students will utilize Edusmart, Fusion Learning, Gizmo computer simulations, computer labs and data collection devices as they participate in Science labs. Strategy's Expected Result/Impact: Labs Staff Responsible for Monitoring: Science Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: The Library will facilitate student access to data through the use of research and exploration utilizing databases, computers and access to e-books and readers. Strategy's Expected Result/Impact: Students use of Library resources Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize LanSchool on all teacher computers to monitor student computer usage. Strategy's Expected Result/Impact: Computers updated Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Teachers have access to OneNote Online. Strategy's Expected Result/Impact: OneNote Notebook Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Campus Leadership and SBDM will review the Campus Improvement Plan via Plan4Learning to ensure growth at the formative reviews. (plan4Learning Software) Strategy's Expected Result/Impact: Campus Growth, STAAR Staff Responsible for Monitoring: Principal, Assistant Principal, and campus SBDM Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 11: The campus will review data to match academic, technological supports, and resources to students needs during interventions, tutoring, and homeroom through Schoology, Connect (Personalized Learning), and Rosetta Stone Programs Strategy's Expected Result/Impact: Rosters and Reports Staff Responsible for Monitoring: Principals, Teachers, CCS, Campus Coaches, Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: The campus will provide personalized learning through the Summit program where students receive curriculum via their 1:1 devices. Strategy's Expected Result/Impact: Connect Data, MAP, STAAR results Staff Responsible for Monitoring: Principals, Personalized Learning Team Members, GLT, Campus Coaches, | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Personalized Learning teachers are given an initial two week in - service and a monthly in-service on the use of the 1:1 device, Summit Platform, and PL curriculum. Strategy's Expected Result/Impact: STAAR results, MAP, T - TESS Staff Responsible for Monitoring: District Trainers, Principals, PL Team member, GLT, Campus Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Personalized Learning Classrooms will be provided with creative and flexible grouping options and materials that enrich the classroom environment. Strategy's Expected Result/Impact: Use of Grouping Strategies Staff Responsible for Monitoring: Principal, Connect Team, Campus Coaches | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: The campus will actively support and build the STEAM pathway into the after school program which supports students growth in the areas of coding, engineering, and robotics. Strategy's Expected Result/Impact: Participation in Robotics competition Staff Responsible for Monitoring: Teacher, District Robotics Specialist (David Scarcella), ACE Coordinator, and Principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 16 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 16: Students receiving support facilitation with in the mainstream classroom will need a the use of a TI - 180 elementary calculator for standardized assessments and has been approved by TEA. Strategy's Expected Result/Impact: Increased progress and performance on state exam Staff Responsible for Monitoring: Campus Coach, Peer Facilitator, Teacher, and Principal Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Sparks Elementary

2020-2021 Formative Review

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Mission Statement

Pasadena ISD provides unlimited opportunities to engage students in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Vision

Vision

Pasadena ISD empowers students to become accomplished, self-directed, collaborative, lifelong learners who boldly contribute to an increasingly complex and evolving world.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allow able under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.


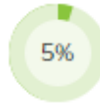
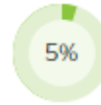

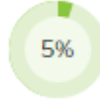
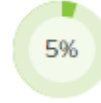

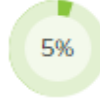
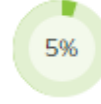



Performance Objective 1: During current year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.











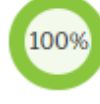





Targeted or ESF High Priority

Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement the district scope and sequences for all courses in grades PK -4 Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Campus Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - 199 - \$30,293, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Materials - \$11,271.54, - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$550, - 211 - Title 1 A - Economically Disadvantaged Study - Instructional Coach - \$248,350.87 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Instructional Coaches, Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I Peer Facilitators Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$146,845.13 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use standardized rubrics for measuring responses for all writing assignments and /or assessments of all content areas. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plan in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Science Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide instructional materials and Implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I Instructional Funds - purchases instructional material and supplies - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$13,862.97 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.










Performance Objective 2: During current year, data dis-aggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.








Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments dis-aggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - G/T - \$1,100 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - BIL/ESL - \$2,280, - 263 - Title III A - Bilingual Education, Language - Title 3 Bil/ESL - \$1,669.60 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 199 - General Fund - Special Ed. - \$934, - 199 - General Fund - At Risk - \$1,905, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Instructional Para - \$58,584.85, - Extended Day/Tutorial - ESSER - \$22,000, - Extended Day/Tutorial - Extended Day - \$600 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators , IAT Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data dis-aggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators , Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data dis-aggregation to drive instruction. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data | Formative | | |
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| Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.


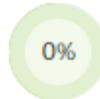


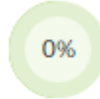






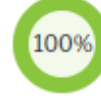
Performance Objective 3: During current year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.


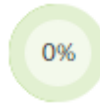

Targeted or ESF High Priority





Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Establish and support campus PLCs. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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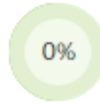

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.


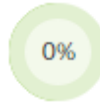











Performance Objective 4: During current year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs Strategy's Expected Result/Impact: Sign in sheets, Library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: BAS assessment reports, lesson plans in Eduphoria, LLI and Soluciones data, Istation reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 5: During current year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedure Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T Money in BFU - 199 - General Fund - 199 - \$1,240 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.










Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills










necessary to perform at or above the state average on state assessments.


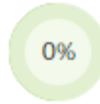





Targeted or ESF High Priority

Evaluation Data Sources: T-TESS Goal Setting, Eduphoria lesson plans, and student grades.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign -in sheets, Agenda, Lesson plans Staff Responsible for Monitoring: Administration, Campus Instructional Coaches, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Grade reports, LLI and Soluciones data reports, Istations Reports Staff Responsible for Monitoring: Campus Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: At-Risk - State Compensatory Funds - 199 - \$2,225 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year, LLI Reports and Istations reports Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I Instructional Aide salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$56,894.65, Extended Day Money - Extended Day/Tutorial - 199 - \$3,300, Teacher Salary - State Compensatory Funds - 199 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional and individualized support to parents of at risk students Strategy's Expected Result/Impact: Conference logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Title I - counselor/Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$47,664.79 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Aware reports, Grade reports, intervention Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.






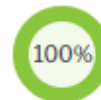




Performance Objective 7: During current year, all staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Targeted or ESF High Priority

Evaluation Data Sources: Standardized and State Assessment

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual Instructional money - 263 - Title III A - Bilingual Education, Language - 263 - \$1,643.47 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Prepare bilingual/LEP students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators , Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Bilingual Money from BFU - 199 - General Fund - 199 - \$2,594 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.













Performance Objective 8: During the current year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.











Targeted or ESF High Priority

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement PBIS strategies with students Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide mediation, conflict resolution, bullying and PBIS training opportunities for students and staff. Strategy's Expected Result/Impact: Teachers Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plans, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook, safety drill logs Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through PBIS to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Gang awareness training and Character Education programs Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police Department Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, Behavior Improvement Plans Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP , District Behavior Response Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 9: During current year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis Strategy's Expected Result/Impact: Active Life Reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Coordinated School Health Team | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 3.2 |  |  |  |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.





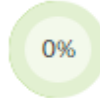
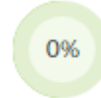







Performance Objective 10: During current year the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Targeted or ESF High Priority

Evaluation Data Sources: Grade reports, Intervention reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on a specific student expectations. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grade reports Staff Responsible for Monitoring: Teachers, Intervention Team , DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Dyslexia/Intervention Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$81,082.03 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 11: During current year, increase the campus attendance rate to 96% or above for all students.

Targeted or ESF High Priority

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Nurse, Counselor, Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrator, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.









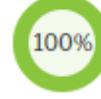


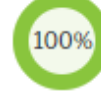
Performance Objective 12: During current year, Our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

















Targeted or ESF High Priority

Evaluation Data Sources: District Special Education Guidelines, In-service by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSpEd reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSpEd reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Sign in sheets Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campuses will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSpEd reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Campuses will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR and STAAR Alt (ie., PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR an STAAR Alternative Participation Requirement Forms Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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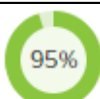
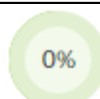
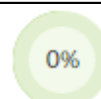




| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Provide instructional supplies and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: District personnel Sign in sheets, Eduphoria reports, Classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction Funding Sources: Special Education money from BFU - 199 - General Fund - 199 - \$1,124 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Eduphoria, sign in sheets Staff Responsible for Monitoring: District Special Programs/504 Personal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. Strategy's Expected Result/Impact: Monitoring Reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environment that meet the individual needs of each student.

Performance Objective 13: Student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Significant progress made toward meeting Objective



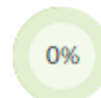


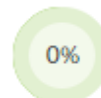




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the iStation assessments that are required. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Instructional Coaches, Technology Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan Strategy's Expected Result/Impact: Teacher T-TESS, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Technology Liaison, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 1: During current year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor

Summative Evaluation: No progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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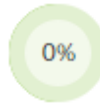





Goal 2: We will promote career and college exploration and preparations through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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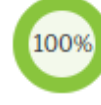

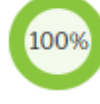

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.











Performance Objective 1: During current year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Targeted or ESF High Priority

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentor-ship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports for leadership/mentoring staff development Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Campus staff development plan, lesson plans, walkthroughs Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$536.84 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental business, and community stake holders.

















Performance Objective 1: During current year, a parental involvement program will be established and implemented at to increase collaborative partnerships and encourage all parents to be active partners in their child's education.

Targeted or ESF High Priority

Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, calendars.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component and orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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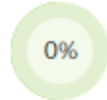
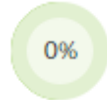

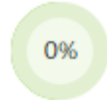
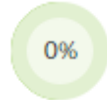







| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Coordinator - \$23,189.51, - 211 - Title 1 A - Economically Disadvantaged Study - Title I Parent Component - \$3,165.57 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide educational resources for parents on their website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Technology Liaison, Librarian and Asst. Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, instructional resource usage logs Staff Responsible for Monitoring: Technology Liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations and strategies, Title I information ad Texas Academic Performance Report (TAPR) data, test results, etc Strategy's Expected Result/Impact: Agendas, sign in sheets, on-line resources usage logs Staff Responsible for Monitoring: Campus Administrator, Counselor, Campus Coaches, Technology Liaison, Librarian, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 Funding Sources: Title I Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - 211 - \$2,446.41 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental business, and community stake holders.

Performance Objective 2: Increase community involvement during current school year by a 5% expansion in partnerships and enhanced communication

Evaluation Data Sources: Donation report, volunteer report

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school Student Council, etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organizations' rosters, flyers, donations, service projects Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers. Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, the campus sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria workshop credit Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Intervention Response Team (BIRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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

| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Stuchbery Elementary
2020-2021 Formative Review



Mission Statement

Our goal is to ensure that each child develops physically, socially, emotionally and mentally to his or her fullest potential. Cooperatively involving students, parents, school staff and the community so that all students are educated to be productive citizens. We commit to instill a love for lifelong learning and produce students who are self-sufficient.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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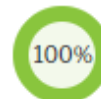
Goals













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 1: Consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.










Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and staff development logs








Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. *TAIS: SG-SPED Reading Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff, goal setting Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy Funding Sources: Instructional Materials, Tutors - 199 - General Fund - \$20,261.26 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades Pk to 4. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Team Leaders , Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Comprehensive Support Strategy Funding Sources: Title I PF - 211 - Title 1 A - Economically Disadvantaged Study - Peer Facilitator Salary - \$81,563.50 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy Funding Sources: Title 1 Instructional aide - 211 - Title 1 A - Economically Disadvantaged Study - Title i Instructional aide - \$26,023.67 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Instructional Coaches, Literacy Cohort, Emerging Math and Reading Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. Strategy's Expected Result/Impact: , Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Instructional Coach, Teachers Lesson Plans in Eduphoria, Walkthrough data Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 3.2 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with new state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Science/math Coach Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS. *TAIS: SG-SPED Reading Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Lesson Plans in Eduphoria, Walkthrough data Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: - 263 - Title III A - Bilingual Education, Language - \$1,908.19 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Zoom, SeeSaw, Google Meets, Summit Learning, *TAIS: SG-SPED Reading Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Librarian, Technology Liaison, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Spotlight Teacher instructional strengths. *TAIS: SG-SPED Reading Strategy's Expected Result/Impact: Literacy Cohort Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches, Teacher Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. -STAAR Ready ELAR -Mastery Deluxe Writing -LLI Kits -BAS kits *TAIS: SG-SPED Reading Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Teachers, Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy Funding Sources: Title I teachers - 211 - Title 1 A - Economically Disadvantaged Study - \$75,686.96 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC, while accommodating students with intervention time (RIDE time). *TAIS: SG- SPED Reading | Formative | | |
| | Mar | June | Aug |







| | | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |












Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development opportunities for regular education teachers on the intervention and referral process (e.g. Fish Camp). Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development on data disaggregation and how the data will drive instruction. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use data disaggregation to drive instruction. RIDE Time *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Teachers Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - Comprehensive Support Strategy Funding Sources: Tutors Grant - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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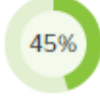





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies, materials, and activities designed to meet the needs of at-risk learners and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, and analysis of needs addressed by the comprehensive needs assessment, TAIS meetings/plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Administrators, Peer facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: sign in sheets, agendas Staff Responsible for Monitoring: Administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questionaing/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: eduphoria reports, sign in sheets Staff Responsible for Monitoring: Administrators and Peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance Strategy's Expected Result/Impact: sign in sheetsm Eduphoria reports Staff Responsible for Monitoring: Administrators, Teachers | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: singn-in sheets, agendas Staff Responsible for Monitoring: Administrators and teachers Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Sign-in sheets, agendas Staff Responsible for Monitoring: Administrators, Teachers, Intervention team Schoolwide and Targeted Assisted Title I Elements: 2.5 - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning,as well as campus-based staff development. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Staff Development plan, sign in sheets Staff Responsible for Monitoring: Campus administrators Comprehensive Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide time to address Texas Accountability Intervention System (TAIS) safeguards *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Sign-in, minutes, plans Staff Responsible for Monitoring: Campus adminstrators, teachers, PFs Schoolwide and Targeted Assisted Title I Elements: 2.6 - Comprehensive Support Strategy | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |
















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: sign-in sheets, library budget Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. Read N' Relax prior to transitions. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Schedules, budgets Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Literacy Cohort | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Student self-monitoring component. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: WRAP assessment reports, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers | Formative | | |
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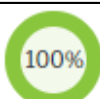





| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provided staff development about reading strategies. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Literacy Cohort, Peer Faciliatators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and online resources to support all learning styles. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus and district "Slide Into Summer" reading incentive programs. Strategy's Expected Result/Impact: Reading progress data, pre-post summer. Staff Responsible for Monitoring: PFs, teachers, administration Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: - 461 - Activity Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: AR reward day for reading progress Staff Responsible for Monitoring: PFs, librarian, teachers, adiministration | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

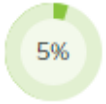







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet the unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T Coordinator | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: registration numbers Staff Responsible for Monitoring: G/T coordinator | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: Teachers, G/T Coordinator Funding Sources: G/T - 199 - General Fund - G/T | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers, G/T coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 6: Provide field trip opportunities for enrichment Staff Responsible for Monitoring: Administration, GT coordinator, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide students with learning tools/supplies to foster critical thinking. Strategy's Expected Result/Impact: Projects Staff Responsible for Monitoring: Administration, GT, Teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.







Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: Teacher Self Reports Part II, Eduphoria lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Intervention Reports, Gradespeed reports Staff Responsible for Monitoring: Intervention Committee Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 student grades Staff Responsible for Monitoring: 504 Coordinator | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, Gradespeed reports Staff Responsible for Monitoring: Peer Facilitators, Intervention Team, Teachers Funding Sources: At-Risk - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement research-based programs designed to accelerate student learning. STAR (intervention/enrichment) groups formed for 3 days per week pull-out. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Extended Day/Year Staff Responsible for Monitoring: Campus Administrators, Peer facilitators, teachers Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents. Strategy's Expected Result/Impact: Logs, Agendas, and sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Coordinator - \$22,228.56 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition Meeting documents Staff Responsible for Monitoring: Teachers, LPAC Administrator | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget, Dollar General Literacy Grant Staff Responsible for Monitoring: Campus administrators, librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Comprehensive Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers. Comprehensive Support Strategy Funding Sources: Bilingual/ESL - 199 - General Fund - Bilingual /ESL | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Comprehensive Support Strategy Funding Sources: extended day funds - 199 - General Fund - \$6,190 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.












Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas, collective referral level guideline

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title III bilingual - 263 - Title III A - Bilingual Education, Language | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provided mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. One/one meetings with each student. Strategy's Expected Result/Impact: sign in sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provided training and implement effective strategies through Safe and Civil Schools and PBIS to reduce inappropriate behavior and monitor attendance. Strategy's Expected Result/Impact: Discipline reports, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provided Gang Awareness training and Character Education programs. HERO Pep rallies recognizing students exhibiting character traits that align with guidelines for success. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, PISD police Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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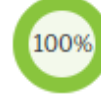

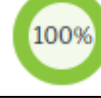
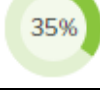
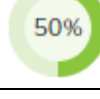




| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop and Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, counselors, Intervention Team, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide support and staff development opportunities to increase skills in building relationships Strategy's Expected Result/Impact: PBIS meetings Staff Responsible for Monitoring: PBIS, administration Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eudphoria lesson plans, FluClinic partnerships

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Participate in district-wide coordinated school health initiatives. Move-It More Challenge for staff. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Coordinated School Health Team | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. FluClinic partnership with Walgreens. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: CHAC committee, sign in sheets, surveys Staff Responsible for Monitoring: Campus Health Safety Advisory | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitness Scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE teachers | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health forums and campus Health Fair Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Health Committee | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each










Student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on a specific student expectation. Strategy's Expected Result/Impact: Gradespeed reports, report cards Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Gradespeed reports Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using and RTI model, students who are failing will be identified for and receive appropriate intervention in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Gradespeed reports Staff Responsible for Monitoring: Teachers, Intervention Team, DAIT | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 98% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data, office communication home prior to 9:30AM attendance snapshot, homeroom incentives

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Attendance incentives will be utilized to recognize and promote outstanding attendance. Be Here Bucks Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Teachers | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Phone calls home prior to 9:30AM Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus Administrators, Teachers | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.















Performance Objective 12: During the current school year, our campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student is being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD Paperwork

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Observations, data Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Work collaboratively with the Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnosticians | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: eSped Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnosticians | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determination regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A/STAAR Alt (i.e. PLAFF's, IEPs, deliberations) and (3) utilizing District/State required STAAR A and STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR Alternative Participation Requirement Forms Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraining Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, Restraint documentation Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnosticians | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
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| Strategy 8: Follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus Administrators | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide instructional materials and training for all teachers working with students with disabilities. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: sign in sheets, Eduphoria reports, Classroom walkthroughs Staff Responsible for Monitoring: Campus Administrators, District personnel Funding Sources: Special Ed - 199 - General Fund - Special Ed | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Include special education teachers in training given in the area of dyslexia and related disorders. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Eduphoria, sign in sheets Staff Responsible for Monitoring: District Special Ed. Program Coordinator, District 504 Coordinators | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Monitor the number of students with disabilities being served in least restrictive environments. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: Monitoring reports Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician, Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, and ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. *TAIS: SG- SPED Reading Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus Administrators, LSSP/Diagnostician | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 13: During the current school year, student an teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the istation assessments that are required. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment, PK-4 outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher PDAS, teacher and campus STaR Chart, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Technology Liaisons, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report, STaR Chart Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 5: Computer Lab rotation Strategy's Expected Result/Impact: 4th Grade Technology Proficiency 2nd-4th grade PowerPoints Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 14: We will commit to a growth mindset with staff via the T-TESS model

Evaluation Data Sources: T-TESS evaluation framework including specific pre-conferencing, timely feedback, and collaborative goal-setting.

Summative Evaluation: Met Objective

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 15: Provide intervention services through extended time and extended year programs incorporating TEKS requirements based on current year data.

Evaluation Data Sources: Quintile tracking, STAR time realignment, Gradespeed, Intervention reports, CBA data

Summative Evaluation: Met Objective

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 16: Provide training for all teachers working with students with disabilities.

Evaluation Data Sources: In-service, webinars, district staff development, state trainings

Summative Evaluation: Met Objective

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each Student.

Performance Objective 17: Provide more opportunities for hands-on science (e.g. ecology center)

Evaluation Data Sources: Resources, training, time allotted, CBAs











Summative Evaluation: Some progress made toward meeting Objective

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: During the current school year, all teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on the STaR Chart

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, PK-4 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher and Campus STaR Chart, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Campus Administrators, Teachers, Technology Liaisons, Teacher PDAS, Eduphoria reports, Pasadena Technology Competency | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements.. Strategy's Expected Result/Impact: Inventory Report, STaR chart, Campus Budget Staff Responsible for Monitoring: Campus Administrators, Technology Liaison | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 2: During the Current school year, students will receive information and guidance necessary to facilitate successful entry in post secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Some progress made toward meeting Objective




| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer Distribution, pictures, field trips Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers. | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. College tiles created by staff. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus Administrators, Counselors | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 3: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st Century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Observations, Data Staff Responsible for Monitoring: teachersLiaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Provide opportunities for student to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Student activity calendar Staff Responsible for Monitoring: Counselor, teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provided team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. PLCs Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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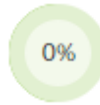



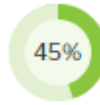


| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Create deliverables to provide training to teammates. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (SG- C & M ELL) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, peer facilitators Comprehensive Support Strategy Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - Plan4Learning - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide peer observation opportunities and partnerships. Strategy's Expected Result/Impact: Peer observation forms Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: SBDM Core Value and Campus Plan Ownership Staff Responsible for Monitoring: Campus Administrators, SBDM | Formative | | |
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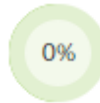



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education. During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education. Save Save All

Evaluation Data Sources: Parental involvement reports, sing in sheets, agendas, calendars

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Counselor, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics: CHARLAS Strategy's Expected Result/Impact: Parent logs Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign in sheets Staff Responsible for Monitoring: Librarian, Peer Facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide educational resources for parents on the website. Strategy's Expected Result/Impact: use of website, number of postings Staff Responsible for Monitoring: Technology liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents to utilize at home with their child (Ready Rosie) Strategy's Expected Result/Impact: agendas, sing in sheets, online resources Staff Responsible for Monitoring: Counselor, Peer Facilitators, Technology liaison, teachers | Formative | | |
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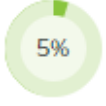
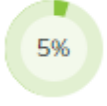
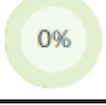
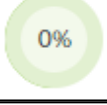
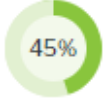


| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide opportunities for parents to attend grade level and/or content specific meetings to share expectations, strategies, Title I information and TAPR data. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Teachers Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - Title 1 Parent Component | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide parents with information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: sing in sheets, agendas, flyers Staff Responsible for Monitoring: Administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide stakeholders with school Facebook page to promote brand, communicate with community, and historically follow school events with picture and video. Strategy's Expected Result/Impact: Likes, comments, event turn-out Staff Responsible for Monitoring: Campus administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide multiple parent/student nights that promote strong family relationships and involvement. Father/daughter and mother/son dances in the spring. Strategy's Expected Result/Impact: Turn-out Staff Responsible for Monitoring: Campus administrators. teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide platform to parent visibility and direct involvement during the school day with WatchDOGS program. Strategy's Expected Result/Impact: WatchDOGS calendar/sign-in Staff Responsible for Monitoring: Campus administrators, teachers Funding Sources: T-shirts, Meals, Launch Costs - 461 - Activity Fund | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Donations report, volunteer report

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service Strategy's Expected Result/Impact: flyers, donations, service projects Staff Responsible for Monitoring: Campus Administrators, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism (Red Ribbon Week, WatchDOGS, Historians, HOSTS mentor, etc.) Strategy's Expected Result/Impact: Volunteer sign in sheets, establishing new partnerships with businesses Staff Responsible for Monitoring: Counselor, Campus administration | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organization for students ins school (Student Council, Safety Patrol, Boys/Girls Group) Strategy's Expected Result/Impact: Campus plan, service organization enrollment and attendance data Staff Responsible for Monitoring: campus administrators, counselor, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the "See to Succeed" program. Strategy's Expected Result/Impact: Number of students participating in receiving eye services. Staff Responsible for Monitoring: Nurse | Formative | | |
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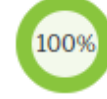


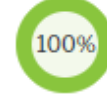

| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Establish local business and community centers (Walgreens, Albemarle, McDonalds, and Sagemont Strategy's Expected Result/Impact: Donations, business visibility at campus outreach events Staff Responsible for Monitoring: Administration, | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










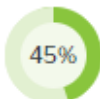


Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.




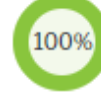
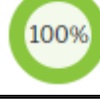



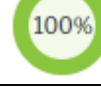
Performance Objective 1: During the current school year, we will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.







Evaluation Data Sources: Campus plans, meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, calendar Staff Responsible for Monitoring: Counselor, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend training in Behavior Management. Strategy's Expected Result/Impact: sign in sheets, eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Response Team (BRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development sign in sheets, Eduphoria reports Staff Responsible for Monitoring: Administrators, counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implementation of safety crisis management plans, including safety drills. Strategy's Expected Result/Impact: safety plan, log Staff Responsible for Monitoring: administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide training opportunities and implement effective strategies through Safe and Civil Schools/PBIS to reduce inappropriate behavior. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide training opportunities for Gang Awareness, character education, and flag education programs. Strategy's Expected Result/Impact: eduphoria reports Staff Responsible for Monitoring: administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination and harassment. See full policy at FFH (Local). Strategy's Expected Result/Impact: eduphoria reports Staff Responsible for Monitoring: administrators Funding Sources: Title I Parent Component Funds - 211 - Title 1 A - Economically Disadvantaged Study - \$3,575.52 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehavior. Strategy's Expected Result/Impact: Reduction in discipline referrals, Individual Behavior Plans Staff Responsible for Monitoring: administrators, counselor | Formative | | |
| | Mar | June | Aug |
| |  |  | |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Implement an age appropriate and vertically aligned guidance curriculum Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Administrators, counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide in-class training on Conscious Discipline practices and KELSO with students. Strategy's Expected Result/Impact: Reduction of discipline/counselor referrals Staff Responsible for Monitoring: Counselor, PBIS team, teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide weekly newsletter to staff to preview upcoming week, target reminders | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 12: Promote ownership in school beautification. Ceiling tile projects. Staff Responsible for Monitoring: Administration | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, Nurse training logs

Summative Evaluation: Met Objective





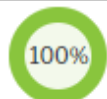








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on : Bloodborne Pathogens, Child Abuse Overview, Diabetes, Anaphylaxis, and Hazardous Materials Strategy's Expected Result/Impact: eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementtion.

Evaluation Data Sources: Decrease the quality of annual accident reports

Summative Evaluation: Significant progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide ongoing training for crisis management. Strategy's Expected Result/Impact: eduphoria reports, Crisis Drill logs, sign in sheets, agendas Staff Responsible for Monitoring: administrators, nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish protocols for safety procedures for fieldtrips Strategy's Expected Result/Impact: Campus fieldtrip protocols, nurse training logs Staff Responsible for Monitoring: administtraotrs, nurse | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Edphoria reports, agendas Staff Responsible for Monitoring: administrators, nurse | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship

Evaluation Data Sources: Positive increase in patriotism participation and volunteerism.

Summative Evaluation: Some progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities (e.g. Flag Assembly) Strategy's Expected Result/Impact: Program participation counts Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide support for student and staff participation in service learning opportunities Strategy's Expected Result/Impact: calendar, program participation counts Staff Responsible for Monitoring: administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 5: Promote social skills to foster conducive learning environment for all students

Evaluation Data Sources: Log-in, referrals

Summative Evaluation: Significant progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----|
| Strategy 1: Provide group session tools to build social awareness, interpersonal intelligence, and coping strategies. Staff Responsible for Monitoring: Counselor, administration, teachers Funding Sources: Counselor Material/Supplies - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 6: Empower families with tools to foster healthy lifestyles, choices, and manage adversity.

Evaluation Data Sources: Ready Rosie tracking, parent survey, parent activity count, Safe and Civil Survey

Summative Evaluation: Some progress made toward meeting Objective




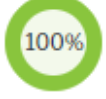


| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 1: Muffins with Moms Strategy's Expected Result/Impact: Sign-In Staff Responsible for Monitoring: Counselor, administration, teachers Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 6: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Provide teacher training and student access to research-based, computer programs that build literacy and number sense

Evaluation Data Sources: Usage, licensures, training sign-in, renewal bids

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue access to iStation, ThinkThrough Math, ExtraMath, Ready Rosie, Waterford, EdMark and Dream Box via district agreements. Strategy's Expected Result/Impact: Student log time, data progress Staff Responsible for Monitoring: Administration, teachers, peer facilitators, Interventionist, SPED | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Licence renewal of Flocabulary Strategy's Expected Result/Impact: Log time, data progress, CBAs, WRAP Staff Responsible for Monitoring: Administration, teachers, peer facilitators Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Staff-led instructional technology training at campus Strategy's Expected Result/Impact: Sign-in, usage Staff Responsible for Monitoring: Administration, teachers, peer facilitators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: License renewal for Reading A-Z/Raz-Kids Strategy's Expected Result/Impact: Sign-in, usage Staff Responsible for Monitoring: Administration, teachers, peer facilitators Funding Sources: - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Sullivan Middle School

2020-2021 Formative Review

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.











Performance Objective 1: Utilizing a viable curriculum, faculty and staff will align written curriculum, instructional strategies, and assessments to the same rigor level as measured by the STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: Campus-created Common Assessment data and STAAR released tests.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Staff will utilize the Summit Learning Platform (SLP), Aware and other tools of data collection to analyze student performance every week and monitor the progress of all students. Strategy's Expected Result/Impact: Teachers use a corrective instruction planning process on an individual basis, team basis, and department basis. During weekly team meetings, teachers will create goals on how to improve student progress towards mastery of the Essential Standards. Staff Responsible for Monitoring: All Staff Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Strategy 2: All teachers use a student tracking system that includes assessment information and daily/weekly progress for all content areas. Teachers will identify their current status of student mastery, create a targeted goal for students that have yet to meet mastery, and then adapt their weekly plans to plan and prepare their focus on low SEs by using hands-on instructional materials (realia) and Lead4ward resources to ensure TEKS/STAAR alignment.</p> <p>Strategy's Expected Result/Impact: Professional Learning Communities will be established to improve instruction for low SEs. Teachers will create SMART Goals each nine weeks to reteach SEs that were not at "meets grade level" passing standards. Campus leaders and instructional coaches will monitor implementation and hold task owners accountable for execution of the work as identified in their goal statements.</p> <p>Staff Responsible for Monitoring: Teachers, Administrators, Campus Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Lead4Ward Field Guide Campus renewal, Instructional Materials and Supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$21,363.19</p> | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| <p>Strategy 3: Content area teams have protected time built into the master schedule for in-depth conversations as a PLC to analyze data, to create and plan common assessments, to align resources to Essential Standards, share resources, backwards plan, create lesson plans, and discuss how to utilize available resources on campus.</p> <p>Strategy's Expected Result/Impact: A campus created lesson plan template will be used by every department to ensure consistency across the campus. A Lesson Plan Protocol will be created so that Campus Coaches can review lesson plans and provide timely feedback to teachers before execution. All lesson plans will include clear objectives, daily formative assessments along with exemplar responses and evidence of customization.</p> <p>Staff Responsible for Monitoring: Campus Coaches and Administrators</p> <p>Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 2: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Evaluation Data Sources: Students becoming self-directed learners and scoring within range using a cognitive skills rubric during project-based learning opportunities.

Summative Evaluation: Met Objective








| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Monitor and observe teacher's ability to effectively launch a daily lesson during Project Time via walk-throughs, instructional rounds, and peer observations. Strategy's Expected Result/Impact: Peer observations will take place and Instructional Coaches will debrief with teachers. Data will reflect consistency from classroom to classroom of how to effectively launch a daily lesson. All students will have equal access to high quality instruction. Staff Responsible for Monitoring: Administrative Team, Instructional Rounds Members, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 3: The Intervention Assistance Team, which includes classroom teachers, will meet to monitor and implement strategies and accommodations before referrals are made for special services.

Evaluation Data Sources: Progress monitoring reports and common assessment and district benchmark results.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The Intervention Assistance Team will meet every 9 weeks to discuss students referred by teacher teams or parents. Decisions will be made with regard to the intervention process and appropriate referrals to 504, dyslexia, speech, and special education. The IAT will act in a timely manner with all requests. Strategy's Expected Result/Impact: All staff are engaged in coordinated and proactive planning to identify students who have significant learning gaps or who lack key foundational skills. Teams of teachers use a student tracking system that includes assessment information, course grades, teacher referrals, and attendance to monitor individual student progress and the intensity and schedule of interventions. Staff Responsible for Monitoring: Intervention Assistance Team Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each

student.

Performance Objective 4: Various resources will be used by teachers for monitoring the learning of students.

Evaluation Data Sources: MyON and NWEA MAP data to monitor reading fluency and comprehension and iXL Math and Dreambox progress monitoring reports. NWEA MAP reports for math and reading. System 44/Read 180 or English 30 for English learners. Language Live for Dyslexic and students with learning disabilities in the area of reading fluency and/or comprehension.














Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Instructional materials with key ideas, essential questions, and context-rich texts are used across classrooms. The instructional materials include resources intentionally designed to meet the needs of students with disabilities and English learners among other student groups. Teachers will incorporate a variety of digital and print resources for instruction, reteaching, assessment, and homework; such as MyON, IXL, Edusmart, Dreambox, and Language Live. Strategy's Expected Result/Impact: Increased academic progress of students on STAAR in Reading, Math, and Science. Staff Responsible for Monitoring: All Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: MyON, IXL, Reading A-Z, Language Live - School Improvement Grant - 211.20.146.6399 - \$14,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 5: Various student groups such as: Special Education, at-risk, GT, and ESL/Bilingual students will be serviced through programs in addition to the regular instruction over the course of the traditional school day.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: All staff members will attend professional development for English language learners provided by Seidlitz, "Talk Read, Talk Write." Strategy's Expected Result/Impact: Utilization of Sheltered Instruction strategies in every class and implementation of "Talk Read, Talk Write" strategies. To improve the development of English acquisition by English learners as measured by TELPAS. Staff Responsible for Monitoring: Administrators and Campus Coaches TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Talk Read, Talk Write Professional Development - 263 - Title III A - Bilingual Education, Language - \$2,316.30 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Extended Day Tutorials for Math, Reading and Science to provide accelerated intensive instruction to students in smaller group settings. Strategy's Expected Result/Impact: Improved academic performance for students scoring below grade-level; to include but not limited to, students scoring at the approaches grade level as measured by STAAR. Staff Responsible for Monitoring: Teachers and Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Supplies - School Improvement Grant - \$10,000, Salaries for Extended Day - 199 - General Fund - \$6,080, Extra Duty Payroll - School Improvement Grant - \$10,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students will be supported in each core class through a variety of ways such as the implementation of support facilitation personnel. Strategy's Expected Result/Impact: To assist students with learning disabilities and language barriers will improve student's self-efficacy and overall academic performance. Funding Sources: Title 1 Paraprofessional - 211 - Title 1 A - Economically Disadvantaged Study - \$27,806.01 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 6: 100 % of students will use self-selected reading to instill an enjoyment of reading. Students will be encouraged to read various materials and provided incentives to read throughout the year.

Evaluation Data Sources: Library Circulation, Accelerated Reader Reports, MyON Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will participate in the following activities as they develop an enthusiasm for reading: virtual Book clubs and virtual author visits that are gender specific, Tweens Read, Caught You Reading, Read Across America, book fairs, Name That Book, author's works emphasized with books, lesson delivered by the librarian, and complete book projects that equip students with metacognitive skills. Strategy's Expected Result/Impact: Student interest and participation in reading activities will increase. Staff Responsible for Monitoring: Librarian, Reading Department, and Reading Campus Coach TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Books for Students (digital, print, graphic novels, fiction and non-fiction) - School Improvement Grant - \$4,000 | Formative | | |
| | Mar | June | Aug |
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments, meeting the individual needs of each student.

Performance Objective 7: Students will be grouped throughout the year to meet all students' needs. Grouping patterns will include student ability, GT grouping, flexible skills, and collaborative strategies. Inclusion practices will ensure that special education, at-risk, migrant, homeless, and ESL/Bilingual students receive appropriate instruction in the regular classroom. The Inclusion Team will continue to work with grade levels to insure that all students will be given the opportunity to work in the LRE.

Evaluation Data Sources: Increase in student academic performance on campus created assessments, mock STAAR, and STAAR test.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: 1. Daily tutorials will take place after school in reading, math, and science focusing on accelerated instruction for all students to achieve 'meets grade level' as measured on 2021 STAAR. 2. Due to the large amount of students being served through intervention, after-school tutoring support to students who have not yet mastered the essential standards in math, reading, and science, as well as, students that are reading below-grade level during the traditional school day. All sub-populations of students are included. Strategy's Expected Result/Impact: Improved student academic performance at the "meets grade level" and "masters grade level" standard. To increase 6th grade math 'meets grade level' from 21% to 35% as measured on 2021 math STAAR. To increase 6th grade math 'masters grade level' from 4% to 10% as measured on 2021 math STAAR. Staff Responsible for Monitoring: Math, Reading, Science teachers, intervention teachers, and campus coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Extra-Duty Pay for PM Tutorials - School Improvement Grant - \$20,000, TRS - School Improvement Grant, Medicare - School Improvement Grant | Formative | | |
| | Mar | June | Aug |
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, the campus attendance rate will increase to 98% or higher

Evaluation Data Sources: Skyward Attendance Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students and teachers will receive recognition and rewards to promote attendance. Strategy's Expected Result/Impact: Increased daily attendance rates, attendance records Staff Responsible for Monitoring: Administration, Counselors, Parents | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Daily attendance will be monitored for all students, including asynchronous, synchronous, and face-to-face learning formats. Attendance monitors will intervene when attendance issues arise and will recommend strategies to implement that promote attendance. Strategy's Expected Result/Impact: Increased daily attendance rates Staff Responsible for Monitoring: Principals, Counselors, and Attendance Clerk | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: The campus will collaboratively work with the District Special Education Department to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Evaluation Data Sources: STAAR Reports, AEIS Reports, AYP Reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor ARD paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: ESPED reports Staff Responsible for Monitoring: Administrative team, Diag. Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: To be in compliance with federal and state guidelines. Staff Responsible for Monitoring: Admin, Diag, LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Campus will work collaboratively with the District Special Education Department to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR-ALT (i.e., PLAAFs, IEPs, deliberations) and (3) utilizing District/State required STAAR and STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: ARD Minutes, District Documentation Staff Responsible for Monitoring: Administrators, SPED Teachers, Diag. Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 3: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Kids to College Survey and completion of the College Tab via the Summit Learning Platform.

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: During the Spring Semester, thirty 5th grade students will explore science, math, and technology; incorporating these skills in real world operations and investigations. Strategy's Expected Result/Impact: Student exposure to a career field that incorporates science, technology, engineering, and mathematics. Staff Responsible for Monitoring: Science instructional coach and science intervention teacher Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: 100% of 6th grade students are introduced to college through a series of college readiness activities. Strategy's Expected Result/Impact: To provide Kids 2 College weekly lessons that introduce students to college readiness activities. All students will receive academic planning lessons, which include goal setting, personal and career interests, as well as college university information. Staff Responsible for Monitoring: 6th Grade SS department and Counselors | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 4: During the current school year all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Career Day Information, College Week Involvement, Career/Passions Interest Survey

Summative Evaluation: Exceeded Objective






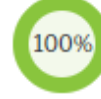

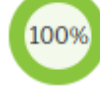





| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. During Project Time, students will complete finished products that simulate professionals in the field related to the content area. Strategy's Expected Result/Impact: For students to begin to think with the end in mind and to gauge the beginning of their future. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Kids 2 College (either as a face-to-face field trip or virtual field trip). Strategy's Expected Result/Impact: For students to experience a post-secondary setting. All students will set a goal for which type of college they would like to attend (Highly selective, somewhat selective, selective, etc.) Staff Responsible for Monitoring: 6th grade Social Studies teachers, Counselors, Administration | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Staff Development Logs

Summative Evaluation: Exceeded Objective











| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: In the event of vacancies, administrators will work with the district human resources department to identify Highly Qualified Teachers. Strategy's Expected Result/Impact: Talent Ed platform Staff Responsible for Monitoring: Administrative Team, Human Resources, Teacher Leaders | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Nelda Sullivan will have a teacher on campus that will be considered the technology liaison for the campus. This person will facilitate training for the staff and offer technical assistance to teachers. Strategy's Expected Result/Impact: Use of technology in the classroom in order to increase student engagement. Staff Responsible for Monitoring: Administration, Tech Liasion | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Administrators, Human Resources, and teacher leaders will have a consistent and comprehensive understanding of what constitutes a highly qualified staff member. Strategy's Expected Result/Impact: Teacher observations that show mastery of T-TESS domains will be used as a model to identify high teaching standards. Staff Responsible for Monitoring: Administrative team, Human Resources, Teachers Leaders | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: All teachers will attend weekly one-on-one meetings with their T-TESS administrator as on-going, job-embedded professional development.

Evaluation Data Sources: Outlook meeting requests, bi-weekly agenda topics, T-TESS goal mastery, and teacher reflection/refinement.




Summative Evaluation: Exceeded Objective








| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: All teachers will be assigned an administrator mentor. They will meet bi-weekly to discuss data, teaching strategies, classroom management techniques, and areas of need. Strategy's Expected Result/Impact: Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: New teachers who belong to more than one label (ex: sped as well as math) will be paired with one official mentor within their discipline and one helper teacher who is responsible for answering questions or concerns regarding his/her area. Strategy's Expected Result/Impact: Mentor meetings notes, teacher feedback Staff Responsible for Monitoring: Mentors TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 3: Teachers will continually strive to improve their practice within their content area by attending on-going staff development and/or conferences for learning.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administrators and staff members will nominate a faculty member to be recognized at the district and state level for awards/honors that are appropriate for the individual. Strategy's Expected Result/Impact: End of the year awards Staff Responsible for Monitoring: Staff Members | Formative | | |
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



| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Teachers will attend staff development opportunities in order to stay abreast with best practices. Strategy's Expected Result/Impact: High fidelity professional development calendars for teachers are implemented which provide introductory and ongoing content-focused, job-embedded training linked to high-quality curriculum. The quality of teaching will improve and be evident with the increase in student academic and/or behavior performance. Staff Responsible for Monitoring: Administrators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Additional Targeted Support Strategy Funding Sources: Professional Development offered by Region IV and/or national/state teaching associations - School Improvement Grant - \$7,000 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 4: The Sullivan Crisis Management Team has established a plan in the event a crisis might occur and drills are preformed regularly.

Evaluation Data Sources: Calendars, Drill Logs, Emergency/Reunification Plans created

Summative Evaluation: Exceeded Objective





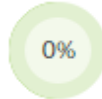





| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: A campus plan has been developed for various situations. The Crisis Team has devised ways to be alerted to situations that may arise. Example: tornado, intruder, lock down, shelter in place, fire drills, and COVID isolation and safety plans. Strategy's Expected Result/Impact: Smooth processes in emergency situations due to the creation of written protocols. Staff Responsible for Monitoring: Sullivan Crisis Team, K. Cook-Costley, J. Fossati, T. Smith ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: During the 2020-2021 school year, a new position was created to serve as the Family and School Partnership Liaison to encourage collaborative partnerships with the parents, the campus and district.

Evaluation Data Sources: Training Videos for Virtual Learning, digital media, Parent involvement reports, Agendas, Calendars.

Summative Evaluation: Exceeded Objective














| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Parents will be invited to meet their child's teacher on Virtual Meet the Teacher and Virtual Open House. Strategy's Expected Result/Impact: The campus creates an inclusive and welcoming environment that engages all families in critical aspects of student learning. Staff Responsible for Monitoring: Administration ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Parent Education will be held monthly using the curriculum, 7 Habits of Highly Successful Parents, beginning in October and ending in March. Strategy's Expected Result/Impact: Increased parent participation Staff Responsible for Monitoring: Parent Coordinator ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Comprehensive Support Strategy Funding Sources: Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$47,393.32 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Parent Education will occur throughout the school year in order to increase student's academic success.

Evaluation Data Sources: Parent involvement reports, digital invitations, parent surveys and feedback

Summative Evaluation: Some progress made toward meeting Objective








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: A parent needs assessment will be completed by the end of the school year. Strategy's Expected Result/Impact: The assessment will be collected, analyzed and graphed to determine what type of parent education program needs to be created for the following school year. Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Parent literature will be sent out in English and Spanish and also made available in the office throughout the year. Strategy's Expected Result/Impact: Parent Feedback Staff Responsible for Monitoring: Counselors, PFs ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: From November to February, GT and Commended students will be invited to participate in DUKE TIP program. Strategy's Expected Result/Impact: Systems are in place to engage families on a regular basis about their child's performance in a positive, constructive, and personalized way, including their child's college and career preparation and post-secondary success. Staff Responsible for Monitoring: Counselors TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: Increase community involvement during the 2020-2021 school year by expanding current community partnerships and creating new partnerships.

Evaluation Data Sources: Donation Reports, Volunteer Reports

Summative Evaluation: No progress made toward meeting Objective







| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Recruit and retain community resources that provide campus incentives for student success. Strategy's Expected Result/Impact: Donation Reports Staff Responsible for Monitoring: Administration, teachers | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 5: We will promote a safe school environment, teach digital citizenship, and support the social, emotional, and physical well-being of all students and staff with "Every Monday Matters" social-emotional curriculum.

Performance Objective 1: During the 2020-2021 school year, 100% of students and staff will promote positive choices through social and emotional curriculum, teaching and modeling of mindfulness , Conscious Discipline, and Safe and Civil Schools improvement cycle.

Evaluation Data Sources: SBDM Committee agendas, meeting minutes, and survey results, weekly lesson plans.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teach Every Monday Matters Lessons throughout the school year. Strategy's Expected Result/Impact: Teachers using EMM language and strategies in their classrooms. Staff Responsible for Monitoring: Principal, Counselor, and all Homeroom teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers and students will mentor and encourage students to set and achieve goals during 1:1 weekly check-ins. Strategy's Expected Result/Impact: Students will use goal setting techniques to be successful in school and career. Staff Responsible for Monitoring: All teachers, Administrators | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: The continuation of Virtual Unified Champions, a club created to unite students with disabilities with non-disabled peers. Strategy's Expected Result/Impact: Students with disabilities will be paired with a non-disabled peer to participate in weekly activities for students to engage with one another. Activities will vary and will align to the Special Olympics requirements for a Unified School. Staff Responsible for Monitoring: Melissa Flacke ESF Levers: Lever 3: Positive School Culture | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: For the first two weeks of school, students engage in CODE WE3K which breaks down the pillars of personalized learning, school specifics such as arrival, dismissal, behavior expectations, school policies and rules. In addition, students are taught digital citizenship, internet safety, and cyber bullying. Strategy's Expected Result/Impact: Explicit behavioral expectations are taught, practiced, and reinforced using a common language. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. To reduce the amount of cyber bullying incidents. Staff Responsible for Monitoring: Administrators, Counselors, and Team Leaders TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: The addition of counseling groups based on trauma while using training from 'Path to Resiliency.' Strategy's Expected Result/Impact: Students are provided with support services to address their needs. Staff Responsible for Monitoring: Counselors ESF Levers: Lever 3: Positive School Culture - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Students are taught digital citizenship, internet safety, cyber bullying, and Computer Science applications such as coding, 3D printing, and produce the live morning broadcast. Strategy's Expected Result/Impact: To share awareness and student expectations for using technology as a learning tool. To expose students to 21st Century learning skills. Staff Responsible for Monitoring: Administrators, Counselors, Broadcast Sponsor, and Computer Science Teacher TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 1: Student and teacher access to technology will increase at the campus level according to the District Technology Plan.

Evaluation Data Sources: Campus/District Technology Plan schedule and documentation

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Students are assigned an individual computer which they use on-campus and also take home every night, in order to acquire technology skills. Strategy's Expected Result/Impact: 1:1 technician reports and repair logs will be monitored on a monthly basis. Staff Responsible for Monitoring: Administration, teachers, and 1:1 technician. | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will be trained on how to use the various district provided technology to enhance instruction for both face-to-face and virtual learners, as well as student contact methods. Strategy's Expected Result/Impact: Sign in sheets, walk throughs, Google Meets attendance logs, ClassLink login reports Staff Responsible for Monitoring: Administration, Tech Liaison Funding Sources: Technology Equipment - School Improvement Grant - \$5,772.22 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students, teachers, and parents will be trained on how to navigate the web-based SLP (Summit Learning Platform) in order to have access to curriculum, assessments, work completion, and project submission. Strategy's Expected Result/Impact: All eligible parties will have access to content 24 hours per day and 7 days per week. Staff Responsible for Monitoring: Teachers, administrators, and parents. | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative practices, standards, and systems.

Performance Objective 2: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom through

use of 1:1 initiative.

Evaluation Data Sources: Positive teacher response on surveys. Increase in student engagement for all learners no matter what learning format.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, 5-6 as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teachers complete training in an online format in the use of Google Classroom. Proficiency on Teacher T-TESS, Eduphoria Reports will indicate 100% completion rate . Staff Responsible for Monitoring: Administration, Tech Liaison | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Summit

2020-2021 Formative Review



Mission Statement

The Summit is a quality non-traditional program utilizing research-based interventions to focus on meeting academic, emotional and social needs of students and their families. The Summit challenges the students to examine their choices, empowers them to make new and positive choices and mentors them to have the courage to change.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and applicable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 1: All Intermediate students will demonstrate math proficiency at grade level using the Connect platform.

Targeted or ESF High Priority

Evaluation Data Sources: Progress will be measured by classroom assessment and MAPS data and progress goals in the Connect platform.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue the objective for next year.

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will be double scheduled into a math class and a math tutorial using Connect. Strategy's Expected Result/Impact: Between the two classes and extra teacher support students will be able to demonstrate math proficiency. Staff Responsible for Monitoring: Campus Administration TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy Funding Sources: Technology to support learning. - 199 - General Fund | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 2: All Intermediate students will demonstrate language skills at grade level using the Connect platform.

Targeted or ESF High Priority

Evaluation Data Sources: Progress will be measured by classroom assessment and MAPS data and progress goals in the Connect platform.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue for next year.

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: All intermediate students will be scheduled for an ELA and ELAR class. Strategy's Expected Result/Impact: Students will demonstrate an increase in ability to write and read on grade level. Staff Responsible for Monitoring: Students will be graded on classroom performance. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund | Formative | | |
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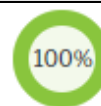
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: All students will demonstrate 80% classroom participation during the class period.

Evaluation Data Sources: Classroom walkthroughs, lesson plans and conversations between teachers and administrators.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue goal for next year.

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will use collaborative teaching strategies during their lesson. Strategy's Expected Result/Impact: through collaborative engagement students will increase classroom participation. Staff Responsible for Monitoring: classroom observations, lesson plans and administration/teacher conferences. Schoolwide and Targeted Assisted Title I Elements: 2.5 Funding Sources: staff developemnt - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will attend staff development focused on using collaborative strategies in the classroom. Strategy's Expected Result/Impact: Increasing the level of collaboration will increase the level of engagement. Staff Responsible for Monitoring: Classroom walkthroughs, lesson plans, attendance at in-services. | Formative | | |
| | Mar | June | Aug |
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Funding Sources: - 199 - General Fund



No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Teachers will create meaningful and authentic lessons using the Connect platform or the Schoology platform.

Targeted or ESF High Priority

Evaluation Data Sources: MAPS data, CBA data and grades.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue for next year.


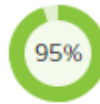





| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will attend all district FOCUS meetings. Strategy's Expected Result/Impact: Through working with PISD specialists teachers will use high yield strategies with students focusing on key concepts and TEKS. Staff Responsible for Monitoring: Classroom observations, sign-in sheets. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will use the information given in the FOCUS meetings to raise the rigor of their lessons. Strategy's Expected Result/Impact: Lessons will reflect higher order learning strategies will increase the rigor of the lesson. Staff Responsible for Monitoring: Lesson plans, PEIMS data. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 Funding Sources: - 199 - General Fund | Formative | | |
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| No Progress Accomplished Continue/Modify Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Students who are sent to the Summit who have been working on an individualized learning platform (Connect) will have a smooth transition to the Summit.

Evaluation Data Sources: Progress as graded in Connect.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Students will be scheduled in classes loaded with Connect students, creating a Connect pattern. Strategy's Expected Result/Impact: teachers will be able to focus on Connect students more efficiently . Staff Responsible for Monitoring: the counselor and principals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 | Formative | | |
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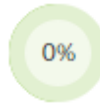





Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: Juniors and Seniors will have an understanding of career opportunities with an associates degree or certificate.

Evaluation Data Sources: Scheduled meetings.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue next year.

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: The Summit will host in-services with San Jacinto College for students to learn about opportunities there. Strategy's Expected Result/Impact: Students will be encouraged to apply to College after graduation. Staff Responsible for Monitoring: School Counselor will arrange for in-services. Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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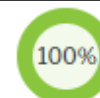
Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

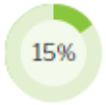






Performance Objective 1: Provide staff with knowledge and skills to understand and work with risk factors for academic failure of all students.

Evaluation Data Sources: Attendance at Staff development.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue next year.

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Staff will be encouraged to attend and implement staff development focusing on students who are at risk of not graduating. Strategy's Expected Result/Impact: That teachers will use strategies in the classroom designed to increase student success. Staff Responsible for Monitoring: Teacher / Admin conferences, classroom visits. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Staffing attend campus and school district staff development designed to support students at-risk. Strategy's Expected Result/Impact: Teachers will be able to educate students at-risk more effectively. Staff Responsible for Monitoring: Attendance at workshops and evidence in lesson planning and walkthroughs. TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Staff will attend staff development designed to increase the rigor for distance learning. Strategy's Expected Result/Impact: Teachers will prepare and execute highly engaging and rigorous lessons to students in a digital format. Staff Responsible for Monitoring: Campus Administration. Funding Sources: - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Teachers will meet periodically with Admin for coaching sessions of lesson formatting. Strategy's Expected Result/Impact: One on one tutoring will increase the organizational development of teacher lessons. Staff Responsible for Monitoring: Campus Administration. TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers Funding Sources: - 199 - General Fund | Formative | | |
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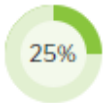






Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 2: Staff will be understand psychosocial and emotional factors contributing to a lack of student success.

Evaluation Data Sources: Attendance at staff in-services,

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue next year.








| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Staff will attend in-services focused on supporting students Psychosocial needs. Strategy's Expected Result/Impact: there will be a reduction in office visits and discipline referrals. Staff Responsible for Monitoring: As evidence through walkthroughs and lesson plans. Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parenting program designed to support parents by providing them with information, counseling and psychosocial support important to educating their student.

Evaluation Data Sources: student PIEMS reports on attendance and behavior and parent surveys.

Summative Evaluation: Some progress made toward meeting Objective


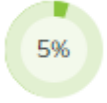





| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Actively pursue relationships with community service providers to provide parenting groups and information presentations on topics related to but not limited to dating violence, substance abuse, gang activity. Strategy's Expected Result/Impact: The services will assist parents and provide them with tools in decision making. Staff Responsible for Monitoring: School administration will work with community agencies to provide services and support. Schoolwide and Targeted Assisted Title I Elements: 3.1 Funding Sources: salaries, building operation costs. - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Provide the district with a means to communicate and share information pertaining to Gang activity in our community.

Evaluation Data Sources: Meeting agendas and sign-in sheets.

Summative Evaluation: Some progress made toward meeting Objective











| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Host monthly meeting inviting schools, law enforcement, and social service agencies to discuss trends in gang activity in and around PISD schools. Strategy's Expected Result/Impact: More effective strategies in suppression of gang activities. Staff Responsible for Monitoring: meeting agendas and sign-in sheets. Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: Programing designed to educate students on strategies to increase self monitoring and positive decision making.

Evaluation Data Sources: PIEMS discipline and attendance records. Parent and Student surveys.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Afterschool programing offering students positive leisure activities. Strategy's Expected Result/Impact: Students will seek out more positive leisure time activates replacing ones with less positive outcomes. Staff Responsible for Monitoring: Daily attendance in the program. Funding Sources: Saleries, supplies and building operating costs. - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Counselors will hold weekly Circles of Support with all students. Strategy's Expected Result/Impact: Circles will increase student communication with staff and enhance self -esteem. Staff Responsible for Monitoring: Observation based based that students are communicating more with staff. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Maintain all best practices for COVID safety protocols.

Targeted or ESF High Priority

Evaluation Data Sources: Number of people contracting COVID.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Signs will be posted reminding stakeholders about social distancing and washing hands. Taking temperatures of stakeholders entering the building. and wearing masks. Strategy's Expected Result/Impact: A COVID safe environment. Staff Responsible for Monitoring: All staff TEA Priorities: Recruit, support, retain teachers and principals - Comprehensive Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will promote an exemplary learning environment through the utilization of ancillary service departments that integrate established and innovative











practices, standards, and systems.

Performance Objective 1: Increase communication with ancillary services to support students transitioning to and from the Summit.

Targeted or ESF High Priority

Evaluation Data Sources: The number of student referrals made to ancillary services.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: We will keep current records of which case managers are assigned to which schools. Strategy's Expected Result/Impact: an increase in the number of referrals made. Staff Responsible for Monitoring: Counselor will keep accurate lists of key personnel. Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Periodically invite agencies to Student Support and PLC meetings. Strategy's Expected Result/Impact: By repeated exposure the SSI team will become more familiar with the members of the various teams. Staff Responsible for Monitoring: The number of meetings attended by agencies. Funding Sources: - 199 - General Fund | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District

Teague Elementary

2020-2021 Formative Review



Mission Statement

The mission of PISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, collaborative, lifelong learners, who boldly contribute to an increasingly complex and evolving world by engaging them in positive relationships, rigorous curriculum, and innovative meaningful experiences.

Teague Elementary, a Title I Campus, will be a safe place, physically and psychologically, for every child to engage in the interesting pursuit of lifelong learning in a positive climate where a caring staff ensures that every child will succeed.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| Goals | 4 |
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| Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all. | 31 |
| Goal 3: We will actively recruit, develop, and retain a highly qualified staff. | 32 |
| Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders. | 34 |
| Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff. | 39 |







Goals












Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.


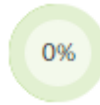








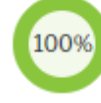
Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance standards will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.











Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs. (ATS - All, White) Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Follow the district's scope and sequence and develop lesson plans and common assessments based on the bundled student expectations. (ATS - All, White) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: BFU, Overtime, Fixed - 199 - General Fund - \$58,676 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of the curriculum, scope and sequence and rigor and relevance standards. (ATS - All, White, Asian) Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Title I PF - 211 - Title 1 A - Economically Disadvantaged Study - \$75,336.33 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. (ATS - All, White) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for writing assignments and/or assessments of all content areas. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state Science TEKS. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, ebooks, books, and other resources for specific TEKS. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Librarian, Technology Liaison, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. (ATS - All, White, Asian) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials to implement research based strategies on a daily basis that promote a variety of learner engagement techniques. (ATS - All, White) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Title I Instructional - Purchases of Instructional supplies and materials. (A to Z renewal, Study Island) - 211 - Title 1 A - Economically Disadvantaged Study - \$19,941.34 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS - All, White) Strategy's Expected Result/Impact: Staff development plan, Sign in sheets, Agendas Staff Responsible for Monitoring: Technology Liaison, Librarian, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLC's. (ATS - All, White) Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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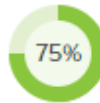





| Strategy 15 Details | Formative Reviews | | |
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| Strategy 15: Use assessment data to develop grouping arrangements and provide support for students based specific student expectations. (ATS - All, White) Strategy's Expected Result/Impact: Assessment Results Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Schedule quarterly planning meetings to discuss the district's scope and sequence to ensure that all teachers are following the timelines and implementing effective instructional strategies. (ATS - All, White) Strategy's Expected Result/Impact: Agendas from Planning Meetings, Lesson Plans Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, Migrant, Homeless, LEP, and Special Education participation. (ATS - All, White) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of LEP students making progress towards English proficiency. (ATS - All, White) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, Migrant, Homeless, and Special Education students on state and national assessments. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Administer common assessments, reading inventories, and Curriculum Based Assessments to all kindergarten through fourth grade students; analyzed and used the collected data to create appropriate instructional groups to provide real-time intervention and enrichment support. (ATS - All, White) Strategy's Expected Result/Impact: Lesson Plans, Data Binders Staff Responsible for Monitoring: Campus Instructional Coaches, Campus Administrators Lesson Plans, Data Binders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Conduct data discussions with grade level PLC teams and individual students and make instructional adjustments to help students succeed. (ATS - All, White) | Formative | | |
| | Mar | June | Aug |







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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|
| Strategy's Expected Result/Impact: Data Binders, Intervention Reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |












Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. (ATS - All, White) Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Teachers will attend training opportunities for curriculum components needed to increase relevance. (ATS - All, White) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. (ATS - All, White) Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Establish and support campus PLCs. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. (ATS - All, White) Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |












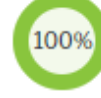
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walk Through Data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. (ATS - All, White) Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide time and materials for purposeful reading during the school day. (ATS - All, White) Strategy's Expected Result/Impact: Schedules, Budgets Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. (ATS - All, White) Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. (ATS - All, White) Strategy's Expected Result/Impact: WRAP assessment reports, LLI & Istation reports, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies. (ATS - All, White) Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide library books and online resources to support all learning styles. (ATS - All, White) Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T inservice and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: GT students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of kids that participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: GT - 199 - General Fund - \$2,339 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.










Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: T-TEESS Goals, Eduphoria lesson plans, and student grades

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. (ATS - All, White) Strategy's Expected Result/Impact: Sign in Sheets, Agendas, Lesson Plans Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. (ATS - All, White) Strategy's Expected Result/Impact: Intervention reports, grading reports Staff Responsible for Monitoring: Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. (ATS - All, White) Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. (ATS - All, White) Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, grading reports, LLI & Istation reports Staff Responsible for Monitoring: Campus Instructional Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: At Risk - State Compensatory Funds - \$3,400 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Implement research-based programs designed to accelerate student learning. (ATS - All, White) Strategy's Expected Result/Impact: Extended Day/Year. LLI & istation reports Staff Responsible for Monitoring: Campus Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Extended Day - 199 - General Fund - \$7,390, Title I Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$26,023.67 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide additional and individualized support to parents. (ATS - All, White) Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Title I Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$20,517.80 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Conduct intervention assistance team (IAT) meetings every 4-9 weeks to review student data and progress monitoring reports; develop appropriate individualized or small group intervention support based on the collected data (ATS - All, White) Strategy's Expected Result/Impact: Progress Monitoring Reports, Intervention Folders Staff Responsible for Monitoring: IAT Team Members Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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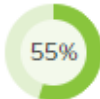











| Strategy 9 Details | Formative Reviews | | |
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| Strategy 9: Include Planned Intervention and Enrichment (PIE) time in the master schedule and provide appropriate instructional support for students based on information collected from a variety of data sources. (ATS - All, White) Strategy's Expected Result/Impact: Assessment Results, Data Binder Information Staff Responsible for Monitoring: Instructional Leadership Team, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE Reports, Intervention Reports, GradeSpeed Reports Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Significant progress made toward meeting Objective




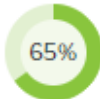








| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual - Purchases for instructional supplies and materials. (Spanish BAS Kit for 3rd/4th Grade) - 263 - Title III A - Bilingual Education, Language - \$2,128.79 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL - 199 - General Fund - \$3,229 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, PISD Police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehavior. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Campus Administrators, Counselors, Intervention Team, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Continue to implement school-wide Guidelines for Success and review common area expectations with students and staff members. Strategy's Expected Result/Impact: GFS Posters, Survey Data, Committee Meetings Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Develop CHAMPS expectations for activities and transitions and display posters throughout the building to remind students of the expectations. Strategy's Expected Result/Impact: CHAMPS Posters, Walk-Through Documentation | Formative | | |
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| Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
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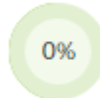







Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Parent Education Opportunities for coordinated school health at each campus. Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Health Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in a variety of events that promote healthy living: Walk for Sight, Walk for Diabetes, Jump Rope for Heart, etc. and invite parents to attend. Strategy's Expected Result/Impact: Sign-In Sheet, Donation Logs Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grading reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grading reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district-wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Grading reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Grading reports Staff Responsible for Monitoring: Teachers, intervention team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), Attendance Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.
















Performance Objective 12: During the current school year, campus will collaboratively work with the District Special Education Office to ensure that all the needs of each students are being met including 100% compliance with all federal and state requirements.








Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR /STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR and STAAR Alternative Participation Requirements forms Strategy's Expected Result/Impact: STAAR /ALT Participation Requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Education - 199 - General Fund - \$2,289 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide the technical support needed to administer the istation assessments that are required. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, peer facilitators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----|
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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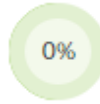

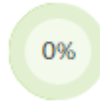
| Strategy 4 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, Walkthroughs Staff Responsible for Monitoring: Campus Administrators, Campus Instructional Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Assign a mentor to all first year certified staff and provide a buddy teacher for all experienced teachers new to the campus. Provide time for observations to occur. Strategy's Expected Result/Impact: Surveys completed by New Staff Members Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Encourage all new teachers to attend Effective Teaching Practices training and provide additional instructional support on campus. Strategy's Expected Result/Impact: Staff Development Log Staff Responsible for Monitoring: Campus Administrators, Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.














Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component and orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education at all campuses on various topics. Strategy's Expected Result/Impact: Parent Logs, Agendas, Sign In Sheets Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Superintendent's Stay in School Project/District Attorney Partnership. Strategy's Expected Result/Impact: Number of Court Referrals Staff Responsible for Monitoring: CAA, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Participation rates, Survey Results Staff Responsible for Monitoring: DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Campus Instructional Coaches, Technology Liaison, Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide educational resources for parents on the website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Webmaster Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Campus Instructional Coaches, Webmaster, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide opportunities for parents to attend grade level meetings to share expectations and strategies for a successful year, share Title I information and TAPR data, test results, etc. Strategy's Expected Result/Impact: Signed Compacts, Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Counselor, Campus Instructional Coaches, Technology Liaison, Librarian, Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title I Parent Component - Purchases of parenting materials and supplies. - 211 - Title I A - Economically Disadvantaged Study - \$3,519.06 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Sign-In Sheets, Handouts Staff Responsible for Monitoring: Third and Fourth Grade Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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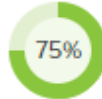




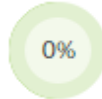
| Strategy 10 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 10: Invite parents to visit the campus to meet with teachers and review students' work during Texas Public Schools Week. Strategy's Expected Result/Impact: Sign-In Sheets Staff Responsible for Monitoring: Campus Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Schedule grade level music programs to showcase students' talents in fine arts. Strategy's Expected Result/Impact: Programs from performances Staff Responsible for Monitoring: Music Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Communicate with parents by utilizing weekly folders that will be sent home each Tuesday to inform parents of their child's academic and behavioral progress. Strategy's Expected Result/Impact: Documentation in Folders Staff Responsible for Monitoring: Classroom Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Implement the WatchDogs program. (Dads of great students) Strategy's Expected Result/Impact: Number of Dads participating in the program. Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote service organizations for students in school (Student Council, School Helpers, etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organizations' rosters Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participate in the See to Succeed program Strategy's Expected Result/Impact: Number of students participating and receiving eye services Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.) Strategy's Expected Result/Impact: Awards and Ceremonies Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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



Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Pasadena Independent School District
Tegeler Career Center
2020-2021 Formative Review



Mission Statement

At Tegeler Career Center, we are a team of educators dedicated to teaching and supporting a unique student body by helping each student earn a high school diploma and become a responsible member of society.

Every Student! Every Classroom! Every Day!

Vision

Never Stop Growing! Be the Change!

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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| Never Stop Growing! Be the Change! | 2 |
| Goals | 4 |
| Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application. | 4 |
| Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners. | 13 |
| Goal 3: We will develop and promote 21st century career and college exploration and preparation programs. | 24 |
| Goal 4: We will actively recruit, develop, and retain a highly qualified staff. | 30 |
| Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement. | 30 |
| Goal 6: We will ensure vital and ongoing relationships with our business and community partners. | 32 |
| Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs. | 33 |










Goals









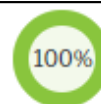






Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.









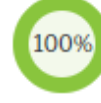

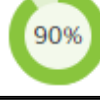
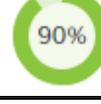
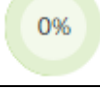

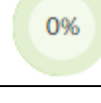
Performance Objective 1: Tegeler students enrolled long term will pass 90% of courses/credits attempted.

Evaluation Data Sources: Semester Failure Report, End of Year Failure Report,

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize research-based instructional strategies to increase student achievement. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide additional instructional support to teachers. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: PF, TF, & Tech F | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Conduct weekly Grade Level PLC meetings during MegaLunch according to the campus-wide ML schedule. Strategy's Expected Result/Impact: Improved student achievement; Teachers' growth Staff Responsible for Monitoring: Campus Leadership Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Conduct instructional trainings on Thursday afternoons as needed (other than the 1st Thursday of each month) from 2:50 - 3:50 p.m. Strategy's Expected Result/Impact: Improved student achievement; Teachers' growth Staff Responsible for Monitoring: Campus Leadership Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Report grades via Skyward at the end of every Three Week period and at the end of every Six Weeks Grading Period. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: AP | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide required and needed staff development to teachers. Strategy's Expected Result/Impact: Improved student achievement; Teachers' growth Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Implement CHAMPS to optimize instructional delivery and to share daily language objective. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers and AP | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize SIOP strategies to address the academic needs of LEP students as well as all struggling learners. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers, Principal and PF/TF | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 9: Offer PE classes to help students stay fit, encourage healthy living and meet diploma requirements (modified for COVID-19) Strategy's Expected Result/Impact: Improved student lives Staff Responsible for Monitoring: PE Teachers Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Continue to provide daily reading instruction for all 7th and 8th graders. Strategy's Expected Result/Impact: Improved student achievement; improved student lives Staff Responsible for Monitoring: Master Scheduler, INT ELAR Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Continue to require Strategic Math in addition to Algebra I for all incoming 9th graders. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Master Scheduler, Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Teachers follow district policies and campus Guidelines for Grading procedures posting grades regularly on Skyward. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal, AP, PF and TF | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Implement Completion Room to help eliminate zeroes and make-up work. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: PF | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
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| Strategy 14: Follow up with students listed on Failure Reports Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: CLT | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Provide Honor Roll celebrations every Six Weeks. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: AP & Counselor Funding Sources: - State Compensatory Funds | Formative | | |
| | Mar | June | Aug |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Provide a graduation ceremony Strategy's Expected Result/Impact: Praising students; building self-confidence in students; celebrating success Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Seek assistance from the district's Instructional Specialists. Strategy's Expected Result/Impact: Teacher growth; Improved student achievement Staff Responsible for Monitoring: Principal, AP, PF and TF | Formative | | |
| | Mar | June | Aug |
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| Strategy 18 Details | Formative Reviews | | |
| Strategy 18: Conduct instructional meetings for Content Area teams during Thursday after school Instructional Meetings as needed. Strategy's Expected Result/Impact: Improved student achievement; teacher growth Staff Responsible for Monitoring: Principal, AP, PF and TF | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |









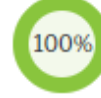

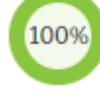


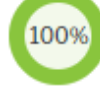

Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

















Performance Objective 2: Student performance will be evaluated based on STAAR results by summing across grade levels for all content areas divided by the total number of tests attempted at 65%.

Evaluation Data Sources: STAAR reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use disaggregated data for diagnostic purposes to monitor student achievement. Strategy's Expected Result/Impact: Improved student achievement; teacher growth Staff Responsible for Monitoring: Core Teachers, PF and TF | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide supplemental materials to better prepare students for STAAR/EOC exams. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: PF, TF, and Tech F Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessments and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A and STAAR Alt (i.e., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Testing Coordinators & Spec. Pops Coord. | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement maintenance plan across all core subject areas including Warm-Ups and Exit Tickets. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers | Formative | | |
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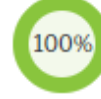









| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Organize STAAR and EOC testing schedules for students in grades 7th - 12th as well as Mock Exams. Strategy's Expected Result/Impact: Create an optimal environment for students Staff Responsible for Monitoring: Testing Coordinators Funding Sources: - State Compensatory Funds - \$1,250 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Conduct Unit and Mock Exams utilizing district-prepared tests, Released Tests and AWARE. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: PF and TF | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Disaggregate data from CBAs and Mock exams for instructional purposes. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Teachers, PF and TF | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implement EOC prep/remediation sessions for students. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal & Master Scheduler Funding Sources: - Extended Day/Tutorial - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Spec. Pops Coord. | Formative | | |
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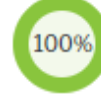
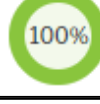
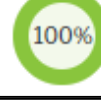
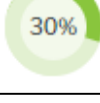
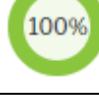
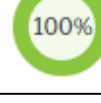
| Strategy 10 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 10: Schedule 10th grade students who did not pass the Biology EOC into sections of Enviro Bio for remediation purposes. Strategy's Expected Result/Impact: Master Schedule, Class Rosters Staff Responsible for Monitoring: Master Scheduler | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Schedule 12th grade students who did not pass the US History EOC into Special Topics for remediation purposes. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Master Scheduler | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: In addition to taking the STAAR US History EOC, juniors will focus on passing the TSI assessments in ELA and Math. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Counselor, Jr ELA & Math Tchrs | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: In addition to completing their STAAR requirements, seniors will focus on passing the TSI assessments in ELA and Math. Strategy's Expected Result/Impact: Setting students up for long-term success Staff Responsible for Monitoring: Counselor, Sr ELA & Math Tchrs | Formative | | |
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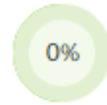















Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 3: The retention rate for Tegeler students will be 85% or better during the 2018 - 2019 school year.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Make building relationships with students a top priority. Strategy's Expected Result/Impact: Improved student achievement; Student engagement Staff Responsible for Monitoring: All faculty & staff | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Create positive learning environments in every classroom. Strategy's Expected Result/Impact: Improved student achievement; student engagement Staff Responsible for Monitoring: Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer 1 field trip per grade level (college or career) and others for enrichment/incentive/awards depending on COVID-19 status. Strategy's Expected Result/Impact: Improving students' lives; building students' self-confidence Staff Responsible for Monitoring: PF, TF, Counselors Funding Sources: - State Compensatory Funds - \$2,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue to add elective courses based on students' interests. Strategy's Expected Result/Impact: Setting students' up for long-term success Staff Responsible for Monitoring: Master Scheduler | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Continue to allow students to dine outside during breakfast and lunch times depending on COVID-19 status. Strategy's Expected Result/Impact: Building relationships; building school climate Staff Responsible for Monitoring: Principal | Formative | | |
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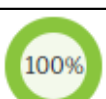
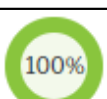
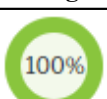
| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Implement MegaLunch allowing students to participate in clubs and activities depending on COVID-19 status. Strategy's Expected Result/Impact: Building relationships and connections; building school climate Staff Responsible for Monitoring: PF Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Monitor withdrawals to ensure students who exit do not become dropouts. Strategy's Expected Result/Impact: Students' continual success Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Offer student pictures. Strategy's Expected Result/Impact: Build connections Staff Responsible for Monitoring: Tech Apps and Photography Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Organize and sell a school yearbook. Strategy's Expected Result/Impact: Build connections and memories; student activities Staff Responsible for Monitoring: Tech Apps Teacher and Art Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Plan and hold Spring Fling depending on COVID-19 status . Strategy's Expected Result/Impact: Building relationships and connections; building school climate Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: - State Compensatory Funds - \$2,000 | Formative | | |
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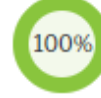
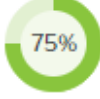





| Strategy 11 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 11: Plan and hold 2 student dances, one in the fall and one in the spring depending on COVID-19 status. Strategy's Expected Result/Impact: Building relationships and connections; building school climate Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Plan and hold 2 Movie Nights, one in the fall and one in the spring depending on COVID-19 status . Strategy's Expected Result/Impact: Building relationships and connections; building school climate Staff Responsible for Monitoring: Campus Leadership Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Implement HERO, an incentive plan, to encourage positive behavior. Strategy's Expected Result/Impact: Building students' long-term success; building school climate Staff Responsible for Monitoring: AP and Counselor Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Implement a MakerSpace program offered during Megalunch in the library depending on COVID-19 status. Strategy's Expected Result/Impact: Building relationships and connections; building school climate Staff Responsible for Monitoring: Librarian Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Implement Color Wars to promote school spirit depending on COVID-19 status. Strategy's Expected Result/Impact: Building relationships and connections; building school climate Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: - State Compensatory Funds - \$3,000 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |




















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 1: Tegeler Career Center will provide an alternative academic learning environment for struggling students who meet eligibility criteria in grades 7 - 12.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Conduct program orientation meetings that provide a program overview and campus tour. Strategy's Expected Result/Impact: Meeting student needs Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Communicate with home campuses regarding openings and potential applicants. Strategy's Expected Result/Impact: Meeting student needs Staff Responsible for Monitoring: Principal and Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Conduct pre-screenings after receiving completed applications and referrals. Strategy's Expected Result/Impact: Meeting student needs Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide small learning environments keeping class loads at an average of 15 - 17 students for all core subjects. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Counselors | Formative | | |
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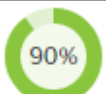

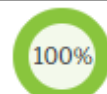
| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Offer instructional program to struggling PISD students who meet program eligibility and are served by Tegeler Career Center. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds - \$39,668 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Continue to include separate reading and writing courses in grades 7 and 8. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Principal & Master Scheduler | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continue to build the library collection to reflect interests, ages and reading levels of students. Strategy's Expected Result/Impact: Build literacy; meet student needs Staff Responsible for Monitoring: Librarian Funding Sources: - State Compensatory Funds - \$14,840 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Offer Initial Credit classes to allow acceleration opportunities. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Schedule a midday bus route to allow early outs for seniors. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Counselors | Formative | | |
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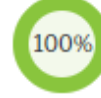



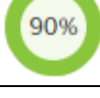

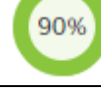
| Strategy 10 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 10: Utilize the cafeteria as an Internet Cafe providing a wifi environment for Personalized Learning. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Lab Manager, TF and Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Offer Spanish I, II and III CBEs for HS credit. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Counselor and Spanish teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Offer Credit Recovery opportunities to students to gain credit for courses previously failed. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Principal and counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Offer Grade Repair to all students when performance is unsatisfactory in classes they are currently enrolled in. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: AP and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Offer scheduled tutorials during Megalunch. Strategy's Expected Result/Impact: Meet student needs Staff Responsible for Monitoring: Teachers and PF | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |
















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.









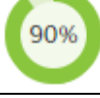

Performance Objective 2: Tegeler Career Center will maintain a safe and orderly environment conducive to student learning.














Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue to keep a physically safe facility by locking all entry doors to Building A from the outside (with the exception of main entrance) as well as all exterior doors to Buildings B & C. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Head Custodian | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement "Entry Experience" procedures to initiate relationship building. Strategy's Expected Result/Impact: Campus tours, Get to Know You activities and surveys, reviewed campus CHAMPS Staff Responsible for Monitoring: HR Teachers and Campus Leadership Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue to maintain a well kept facility including additional deep cleaning for COVID-19. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Head Custodian Funding Sources: - State Compensatory Funds - \$10,980 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Request maintenance in the form of work orders for repairs and improvements. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Head Custodian, Secretary & Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Continue to provide guidance and counseling services to all students. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: CIS Staff & Counselors Funding Sources: - State Compensatory Funds - \$300 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Conduct monthly faculty meetings on the first Thursday of every month. Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Require all visitors to report to Main Office to check-in. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Secretary & Attd. Clerk | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Assign duties (before school, class transitions, lunch, and dismissal). Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: AP | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Continue to enforce standardized dress code and other dress code requirements including the addition of face coverings due to COVID-19. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: AP, Nurse & Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 10: Communicate Crisis Plan and other safety procedures to staff, students, AVANCE and MHMRA. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: AP | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Continue to use hand-held radios to communicate with office staff members, CLT members, custodians, PE coaches, support staff as well as certain outside duty teachers during Megalunch. Strategy's Expected Result/Impact: Safety for students and staff; improved communication Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Communicate positive messages to students and staff via daily PA announcements, bulletin board posters, electronic signs, email, the Trailblazer Express, and HERO. Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Campus Leadership Team & Librarian | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Conduct drills (fire, tornado, shelter-in-place, etc.). Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: AP | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 - Restraint Training and Texas Behaviour Support Initiative requirements. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: AP & Spec. Pops Coord. | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 15: Provide administrative support and handle administrative responsibilities. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Principal & AP Funding Sources: - State Compensatory Funds - \$25,516 | Formative | | |
| | Mar | June | Aug |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Utilize the HERO software/hardware to address tardies, make-up time, positive behaviors, detentions, etc. Strategy's Expected Result/Impact: Safety for students and staff; promote positive behavior Staff Responsible for Monitoring: AP Funding Sources: - State Compensatory Funds - \$3,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Conduct monthly Safe & Civil meetings to review student and faculty school climate surveys, data and input to refine practices as needed. Strategy's Expected Result/Impact: Safety for students and staff; improve communication Staff Responsible for Monitoring: AP and Safe & Civil Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 18 Details | Formative Reviews | | |
| Strategy 18: Safe & Civil Committee will review discipline data monthly to determine high frequency behaviors and develop a plan to reduce behaviors and referrals for that category. Strategy's Expected Result/Impact: Safety for students and staff; improve communication Staff Responsible for Monitoring: AP and Safe & Civil Committee | Formative | | |
| | Mar | June | Aug |
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| Strategy 19 Details | Formative Reviews | | |
| Strategy 19: Provide PPE, hand sanitizer, disinfectant spray, paper towels, etc. to all faculty members to be used regularly by students and staff. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: School Secretary and Head Custodian | Formative | | |
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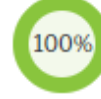





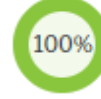


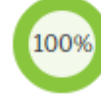
| Strategy 20 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 20: Install foot-pedal operated hand sanitizer stations at each of the buildings main entrances including back door of Building B for AVANCE and cafeteria staff. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Head Custodian | Formative | | |
| | Mar | June | Aug |
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| Strategy 21 Details | Formative Reviews | | |
| Strategy 21: Post signage for COVID-19 protocols in all 3 buildings on campus. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 22 Details | Formative Reviews | | |
| Strategy 22: Communicate COVID-19 protocols and best practices with students, staff and parents via the Trailblazer Express. Strategy's Expected Result/Impact: Safety for students and staff Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |
















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.


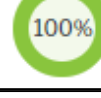
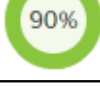
Performance Objective 3: Tegeler Career Center will provide support services to meet students' academic and personal needs.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue to provide personal guidance and counseling to students as needed. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: CIS & Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Act as student advocate/liaison when dealing with government and/or community resources when needed. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: CIS Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist students in obtaining and maintaining Medicaid as well as other forms of assistance. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: CIS Staff | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: SHAC representative will represent campus at meetings and monitor students in the program. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: SHAC Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Address the health needs of students and staff on campus and promote the school wide health and nutrition plan and awareness. Strategy's Expected Result/Impact: Meet the individual needs of students and staff Staff Responsible for Monitoring: Nurse Funding Sources: - State Compensatory Funds - \$900 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Ensure that all Special Programs requirements are met for students with special needs (Special Ed, Section 504, LEP, Migrant, Recent Immigrant, Dyslexia, GT, etc.). Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Sp. Populations Coord. | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 7: Communicate regularly with the home campus of Special Program students to ensure all ARDs, LPACs, etc. are conducted in timely fashion and IEPs (Modifications, Accommodations, etc.) are fully implemented. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Sp. Populations Coord. and Master List Clerk | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required time lines. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Sp. Populations Coord. | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide instructional support for Special Ed students through Support Facilitation. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Case Manager, Sp. Ed Instr. Aide and/or RTI Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Provide RTI instruction and tutorials for students on Tier 1 and Tier 2a Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Classroom teachers | Formative | | |
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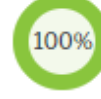
| Strategy 12 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 12: Provide RTI tutorials for students on Tier 2b and Tier 3 in reading and math. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Reading and Math Intervention Teachers and PF/TF/Tech F | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Provide intervention for students needing direct service for dyslexia. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: DAIT Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Implement campus-wide BlazerTime classes for intervention and enrichment purposes. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Teachers, PF, TF and Tech F | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Case manage students in Initial Credit and Credit Recovery courses. Strategy's Expected Result/Impact: Meet the individual needs of students Staff Responsible for Monitoring: Lab Manager | Formative | | |
| | Mar | June | Aug |
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| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Provide social/emotional guidance and support for staff members via training, emails, Staff SMORE, etc. Strategy's Expected Result/Impact: Meet the individual needs of staff Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








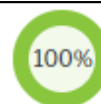



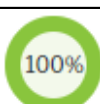
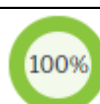

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.









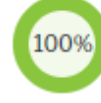

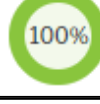
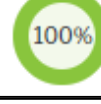
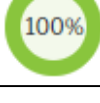
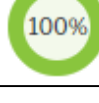
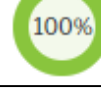
Performance Objective 1: 100% of all Tegeler students will enroll in at least 1 full credit/full-year course of CTE, art, or Spanish during the 2019 - 2020 school year.














Evaluation Data Sources: Master Schedule

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue to offer business education classes. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Bus. Ed Teacher Funding Sources: - State Compensatory Funds - \$500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue to offer Technology Applications courses. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Tech Apps Teacher Funding Sources: - State Compensatory Funds - \$500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue to offer a CoOp class for upperclassmen. Strategy's Expected Result/Impact: Meet the individual needs of students; prepare students for long-term success Staff Responsible for Monitoring: Counselors and Tech Apps Tehr | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer Computer Maintenance courses. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: CTE Teacher Funding Sources: - State Compensatory Funds - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Continue the Trailblazer Computers program, a student-run computer refurbishing program. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Tech F and Comp. Maint. Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Offer Investigating Careers to all 7th graders. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor and CTE Teacher | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continue to offer Spanish courses. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Spanish Teacher Funding Sources: - State Compensatory Funds - \$1,250 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Continue to offer a variety of art classes including Art 1, Drawing, Sculpture, Painting & Photography. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Art Teachers Funding Sources: - State Compensatory Funds - \$3,500 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Continue to offer JROTC program opportunities to HS students through partnership with South Houston High School. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 10: Offer field trips to colleges, businesses, etc. depending on the COVID-19 status. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor Funding Sources: - State Compensatory Funds - \$1,500 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Incorporate college and career connections campus-wide. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor and Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Follow district procedures in addressing Transition requirements for students with disabilities. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Spec. Populations Coor. | Formative | | |
| | Mar | June | Aug |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Administer the Kuder Career Search assessment to all 7th graders as well as any 8th - 11th graders who have not taken it. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Meet with students a minimum of once per year to discuss career choices, 4-year plans and endorsements. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 15: Organize visits by Armed Forces recruiters. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 16 Details | Formative Reviews | | |
| Strategy 16: Organize visits by representatives from San Jacinto College. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 17 Details | Formative Reviews | | |
| Strategy 17: Continue to offer additional CTE courses including welding, manufacturing and Medical Terminology to HS students through partnership with Pasadena Memorial High School. Strategy's Expected Result/Impact: Meet the individual goals of students; prepare students for long-term success Staff Responsible for Monitoring: Counselor | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: The Average Daily Attendance for Tegeler students will be 92% or better for the 2018 - 2019 school year.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Communicate attendance incentives. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds - \$1,500 | Formative | | |
| | Mar | June | Aug |
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



| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Follow updated truancy procedures for students with attendance problems. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: CAA, Attd Clerk and Counselors | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Make parent phone calls for those students who are frequently absent. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Attd. Clerk | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Conduct home visits for students who are frequently absent. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: CIS Staff | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Offer Principal's Plan and "Over 20 Absences" appeal opportunities to students with excessive absences. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: File truancy cases with attendance officers and the DA's office as required. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Attd. Clerk & Principal | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Follow-up with previous day's attendance for students participating in asynchronous Virtual Instruction. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Classroom Teachers | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: Ensure all Tegeler staff meet Highly Qualified Status






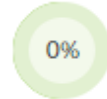






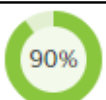
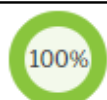
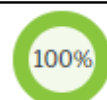
Summative Evaluation: Met Objective






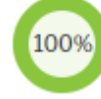




| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow policies and procedures regarding Highly Qualified status when hiring new teachers/staff as well as when determining their roles and responsibilities Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Hire and maintain certified and non-certified personnel to run daily program Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Principal Funding Sources: - State Compensatory Funds - \$2,942,579 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.

Performance Objective 1: Communicate effectively and often with parents in a variety of ways to ensure cooperation between school and home.

Summative Evaluation: Met Objective




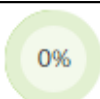
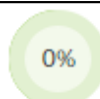
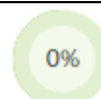
| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue to communicate with parents with regards to their students' progress. Strategy's Expected Result/Impact: Improved student achievement Staff Responsible for Monitoring: Counselors and teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Hold virtual parent meetings including Open House. Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: SBDM and Campus Leadership Team Funding Sources: - State Compensatory Funds - \$850 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue to include parents in initial orientation meetings for students (unless the student is adult age and parent involvement is denied). Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue to send home progress reports at the 3 week mark and report cards each 6 weeks period. Strategy's Expected Result/Impact: Improved student achievement; improved communication Staff Responsible for Monitoring: AP | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Utilize School Messenger program to provide automated "call-outs" and emails to parents notifying them of progress reports, report cards, holidays, parent meetings and other special events. Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
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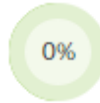











| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Follow district procedures regarding parent requests for special education evaluations. Strategy's Expected Result/Impact: Improved communication; meet the needs of students Staff Responsible for Monitoring: Spec. Populations Coor. | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize campus website and Facebook page to communicate with parents. Strategy's Expected Result/Impact: Improved communication Staff Responsible for Monitoring: Tech Apps Teacher and Tech F | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Provide opportunities for community involvement in campus activities.

Summative Evaluation: Some progress made toward meeting Objective













| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Continue partnership with Junior Achievement through opportunities for them to deliver information. Strategy's Expected Result/Impact: Extend student learning opportunities beyond school walls Staff Responsible for Monitoring: CIS | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Invite Girl Scout representatives to work with students in Girls PE classes. Strategy's Expected Result/Impact: Extend student learning opportunities Staff Responsible for Monitoring: Girls PE Coach | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Offer Student Council club. Strategy's Expected Result/Impact: Promote student leadership and service Staff Responsible for Monitoring: Teacher Sponsors | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Offer Senior Class activities. Strategy's Expected Result/Impact: Promote student leadership and service Staff Responsible for Monitoring: Senior Sponsors | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Offer 2 Blood Drives per year in conjunction with the Gulf Coast Regional Blood Center depending on the COVID-19 status. Strategy's Expected Result/Impact: Promote volunteering and service Staff Responsible for Monitoring: School Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Continue to include business and community partners in our Parent Engagement/Health Fair event depending on the COVID-19 status. Strategy's Expected Result/Impact: Promote family literacy, health and support Staff Responsible for Monitoring: CIS & Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize campus website, Facebook page, marquee, etc. to communicate with community members. Strategy's Expected Result/Impact: Promote Tegeler's name and purpose (brand) Staff Responsible for Monitoring: Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: Tegeler will implement 1:1 technology ensuring that technology is embedded in every course in every grade level.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize computer-assisted programs to supplement instruction in the core areas including Edgenuity, NoRedInk, DreamBox, Science Starters, Stem Scopes, Gizmos, BrainPop, etc. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: PF, TF and Tech F Funding Sources: - State Compensatory Funds - \$5,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure that every classroom on the Tegeler campus meets the criteria for 21st Century Classrooms including items needed for Virtual Instruction. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Tech F & Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide technology training via PD days and/or after school or personalized sessions as needed. Strategy's Expected Result/Impact: Improve student achievement; promote teacher growth Staff Responsible for Monitoring: Technology Liaisons and Tech F | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement 1:1 technology utilizing HPs for all teachers and 7th - 9th Grade students as well as Dell Tablets for 10th - 12 grade students. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: Tech F and 1:1 Tech | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement Blended Learning requiring a combination of traditional instruction and online learning. Strategy's Expected Result/Impact: Improve student achievement Staff Responsible for Monitoring: PF, TF and Tech F | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Continue to support teachers in utilizing Schoology (HS) and Google Classroom (INT) as LMSs. Strategy's Expected Result/Impact: Improve student achievement; promote teacher growth Staff Responsible for Monitoring: Tech F and Tech Liaisons | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District
Thompson Intermediate
2020-2021 Formative Review

Mission Statement

Thompson Intermediate strives to create a safe, inclusive, and nurturing family-like learning environment that educates students with 21st century and critical thinking skills while developing the social, mental, and emotional needs of our students through extracurriculars, clubs, and activities. Together with students, parents, the community, and staff members, Thompson Intermediate aims to develop students into positive, culturally responsible, contributing members of society who can show resilience in the face of challenges.

Vision

The vision of Thompson Intermediate is to maximize student potential in an engaging, inspiring, challenging learning environment that creates meaningful connections within our school family.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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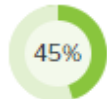







Goals




















Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 1: Consistent implementation of PLC planning cycle including use of district curriculum, research based instructional strategies, common assessments and data reflection will ensure that performance of all students will meet or exceed the district and state average.

Evaluation Data Sources: PLC meeting notes, lesson plans, appraise data, staff development logs and agendas.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through walkthroughs. Strategy's Expected Result/Impact: Walkthrough data and teacher feedback Staff Responsible for Monitoring: Administrative Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide campus based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plans Staff Responsible for Monitoring: Administrative Team | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Integrate highly effective research based strategies across the content. Implement gradual release model for lesson design and delivery to ensure congruence with TEKS and classroom assessments. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Peer Facilitators, Teachers, Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Provide planning opportunities for the writing of campus created common assessments. Strategy's Expected Result/Impact: Departmental planning minutes, walkthrough data, and increased lesson congruence. Staff Responsible for Monitoring: Department Heads, Administrators, Teachers | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Additional teachers gain ESL certification. Strategy's Expected Result/Impact: Greater success by our ELL student population. Staff Responsible for Monitoring: Administrative Team Schoolwide and Targeted Assisted Title I Elements: 2.4 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Create master schedule that allows for common planning time for departments and interventions. Strategy's Expected Result/Impact: Master Schedules Staff Responsible for Monitoring: Counselors, Principal | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Manage funding to ensure highly effective instruction and quality educational experience for all students. Strategy's Expected Result/Impact: Budget Staff Responsible for Monitoring: Principal Funding Sources: Campus Budget - 199 - General Fund - \$109,409, Title 1 - 211 - Title 1 A - Economically Disadvantaged Study - \$24,704.52 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Utilize 1 to 1 devices with research based instructional strategies to increase student engagement. Strategy's Expected Result/Impact: Walk through data, lesson plans, and student performance data Staff Responsible for Monitoring: Teachers, administrative team | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |









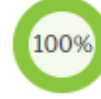
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by a reduction in end-of-year failures.

Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, Eduphoria staff development logs, and student grades.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Teachers will analyze assessment data for all subgroups to assist in making the necessary adjustments with instruction. Strategy's Expected Result/Impact: Data heat maps, lesson plans, common assessments, MAP Data Staff Responsible for Monitoring: Departments, campus instructional coaches and administrators ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Staff development agendas, sign-in sheets and lesson plans. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will analyze three week and six week progress to make adjustments to instruction, tutorials, and extended day participation. Strategy's Expected Result/Impact: Lesson plans, tutoring logs, and extended day plans Staff Responsible for Monitoring: Administrators, campus coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 4: Teachers will analyze the performance of ELL, Migrant, Homeless, and Special Education students on MAP data, district and state assessments. Strategy's Expected Result/Impact: Provide small group instruction within the classroom, create intervention groups, Departmental planning minutes and lesson plans Staff Responsible for Monitoring: Teachers, Department heads, campus coaches, and administrators ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 3: The campus will develop a research based grading policies and procedures that is consistent with district policy.

Evaluation Data Sources: Grading policy in teacher handbook.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Teachers will follow the district's grading policy, Establish departmental guidelines regarding the appropriate use of homework and Establish campus wide grade and/or content appropriate retest standards that are consistent with district policy. Strategy's Expected Result/Impact: Consistent, equitable grading policy. Staff Responsible for Monitoring: Department heads, campus coaches, Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.









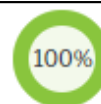




Performance Objective 4: The campus will deliver staff development to all teachers that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives including Seven Steps to Interactive Language Rich Classroom, 1:1, Specially Designed Instruction and SIOP model. Strategy's Expected Result/Impact: Staff development plan and agendas Staff Responsible for Monitoring: Administrators ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide differentiated training opportunities for faculty and staff to support implementation of problem solving and higher-level questioning strategies and strategies to support students communicating their learning at higher levels of Depths of Knowledge. Strategy's Expected Result/Impact: Staff development plan and agendas Walkthrough data Student Work Samples Staff Responsible for Monitoring: Campus coaches and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Coordinate staff development days to allow time for vertical, horizontal and team planning. Strategy's Expected Result/Impact: Departmental planning minutes, staff development plan, and sign in sheets Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate PD into content team planning to support effective and functional PLCs Strategy's Expected Result/Impact: PLC logs Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Train Team Leaders/Department Heads in PLC strategies through the Collaborative Team Leader Training Strategy's Expected Result/Impact: PD certificate from training, PLC logs, observation of PLC time Staff Responsible for Monitoring: Principal, APs, campus coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Ongoing technology staff development will take place to promote a high level of technology integration in the classroom. Strategy's Expected Result/Impact: Training sign in sheets, walk through data Staff Responsible for Monitoring: Tech Liaison | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide Special Ed PD throughout school year for all teachers focusing on differentiation and individualized supports. Strategy's Expected Result/Impact: Higher student performance. Staff Responsible for Monitoring: Administrators, campus coaches, Department Head, Diagnostician ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |


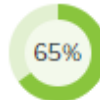














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: The campus will implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Campus reading needs assessment, Lesson plans, Campus Staff Development;IXL data and ReadSquared data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Staff development plan, circulation data, and Literary Lion program Staff Responsible for Monitoring: Librarian and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue/maximize the campus use of Literary Lion program through ReadSquared. Strategy's Expected Result/Impact: Literary Lion program data will show increase in student participation, increase in literacy achievement. Staff Responsible for Monitoring: Librarian and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide time and materials for purposeful reading during the school day, PRIDE Time. Strategy's Expected Result/Impact: Grow student interest and love for reading. Staff Responsible for Monitoring: Librarian, ELAR teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Dyslexia students reading more. Staff Responsible for Monitoring: Dyslexia teacher | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: MAP data will show growth in reading resulting in higher achievement on STAAR. Staff Responsible for Monitoring: Librarian, Teachers, and Administrators | Formative | | |
| | Mar | June | Aug |
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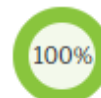





| Strategy 6 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 6: Provide staff development opportunities about reading strategies for at risk readers. Strategy's Expected Result/Impact: Higher student achievement for our At Risk population. Staff Responsible for Monitoring: Peer Facilitators and Librarian | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Increase student literacy. Staff Responsible for Monitoring: Librarian | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Create opportunities for students to be exposed to multiple genres of books to inspire a love of reading through Author talks. Strategy's Expected Result/Impact: Student interest in reading increases. Staff Responsible for Monitoring: Librarian, Principal, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Creation of a Reading Intervention class into our master schedule to target students who have been unsuccessful on STAAR. Strategy's Expected Result/Impact: Gains in reading achievement and growth by under performing students. Staff Responsible for Monitoring: Administrators, campus coaches ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: Campus will provide an array of learning opportunities geared for gifted/talented and advanced placement students to meet unique needs and provide extended support services.

Evaluation Data Sources: lesson plans, GT inservice and projects, PAP class success rates and grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure that the G/T identification procedure remains free from bias. Strategy's Expected Result/Impact: Demographic reports Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote participation in local and regional AP/PreAP staff development and assist teachers with program design and curriculum development. Strategy's Expected Result/Impact: Staff development sign-in sheets Staff Responsible for Monitoring: Administrators, GT coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Continue AP/PreAP vertical team opportunities in all disciplines. Strategy's Expected Result/Impact: Staff development plan and sign-in sheets Staff Responsible for Monitoring: Administrators, campus coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Increase participation in Advanced Placement Programs in secondary schools for students in all subgroups. Strategy's Expected Result/Impact: Demographic data Staff Responsible for Monitoring: Administrators, GT Coordinator | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Participate in the Texas Performance Standards project. Strategy's Expected Result/Impact: Presentations at District GT showcase Staff Responsible for Monitoring: Teachers, Campus coaches, GT coordinator and Administrators | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide instructional materials to support advanced learning opportunities for GT students. Strategy's Expected Result/Impact: Real world experiences for students. Staff Responsible for Monitoring: Counselors, Librarian, Teachers | Formative | | |
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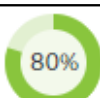
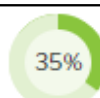

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.
















Performance Objective 7: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.














Targeted or ESF High Priority

Evaluation Data Sources: Appraise data, lesson plans, Advisory data and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Administrators, campus coaches | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: At risk students will be provided with additional support in order to be successful on STAAR. Staff Responsible for Monitoring: Department heads, Peer Facilitator, and Administrators ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: Growth in student achievement. Staff Responsible for Monitoring: Dyslexia Teacher, Counselors, and Teachers | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments (common assessments or MAP) for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: Increase in student growth and achievement. Staff Responsible for Monitoring: Teachers, Peer Facilitators, and Administrators ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: Increase in student growth and achievement. Staff Responsible for Monitoring: Teachers, Peer Facilitators, and Administrators ESF Levers: Lever 5: Effective Instruction Funding Sources: Transportation, supplies, salaries - Extended Day/Tutorial - \$9,740 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Communicate alternative education opportunities for students at risk of dropping out which include Tegeler, Summit, Community School, Virtual School and migrant students. Strategy's Expected Result/Impact: Increase student growth and achievement, lower student failures. Staff Responsible for Monitoring: Administrators and Counselors | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Incorporate the transition plan at each campus to support ELL students as they move from 6 to 7, and 8 to 9th grade. Strategy's Expected Result/Impact: Exit ESL students, higher performance on TELPAS & STAAR. Staff Responsible for Monitoring: LPAC Administrator and ESL teacher. | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Provide real time intervention during the school day. Strategy's Expected Result/Impact: Increase student growth and achievement. Staff Responsible for Monitoring: All teachers and administrative team ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Create reading and math intervention classes into the master schedule to provide students who have been unsuccessful on STAAR additional support. Strategy's Expected Result/Impact: Increase student growth and achievement. Staff Responsible for Monitoring: Intervention teachers, campus coaches, administrators. ESF Levers: Lever 5: Effective Instruction | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide in school and after school small group support for students impacted by Hurricane Harvey. Strategy's Expected Result/Impact: Provide additional support to students who have experienced trauma and loss of personal belongings from natural disasters to be successful. Staff Responsible for Monitoring: Campus Case Manager, campus Log Funding Sources: - 206- Texas Hurricane Homeless Program | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: All staff will receive professional development targeted to assist English language learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Staff Development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide library books for students who speak languages other than English. Strategy's Expected Result/Impact: Cultivate a love for reading and bridge gaps in literacy. Staff Responsible for Monitoring: Librarian and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide ESL, ELPS and SIOP training opportunities for all teachers. Strategy's Expected Result/Impact: Staff development plan and sign in sheets Staff Responsible for Monitoring: Administrators and campus coaches. | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition including providing additional support through a instructional aide. Strategy's Expected Result/Impact: Increase English language acquisition. Staff Responsible for Monitoring: Teachers and Administrators Funding Sources: Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study - \$24,692.61 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Follow district guidelines that have clear, high expectations for programs serving recent immigrants. Strategy's Expected Result/Impact: Lesson plans and student grades Staff Responsible for Monitoring: Administrators, LPAC committee and teachers. | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Follow the ESL scope and sequence set forth by the district and provide funding for instructional materials. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Administrators Funding Sources: Instructional supplies - 263 - Title III A - Bilingual Education, Language - \$904.46 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |














Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: All students and each student group, including special education, ELL, At Risk, Economically Disadvantaged, and all ethnic student groups tested on STAAR will have satisfactory academic performance in reading, math, writing, science, and social studies sections of the state assessments and each group will be equal or greater than that of the state average. In addition, 100% of all students meeting standard on all STAAR tests will demonstrate adequate yearly progress according to federal criteria. Accountability Area Targeted: State Accountability

Targeted or ESF High Priority

Evaluation Data Sources: State of Texas Assessment of Academic Readiness Summary Report; TEA Accountability Summary

Summative Evaluation: Exceeded Objective











| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Teachers will participate in weekly PLC meetings and district level focus meetings. Each grading period, teachers will meet to align curriculum, assess student needs, and share resources and ideas to improve student achievement. Strategy's Expected Result/Impact: Lesson plans, sign in sheets and departmental planning agendas Staff Responsible for Monitoring: Teachers, Department heads, campus coaches and administrative team ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Use research-based high yield strategies and 1 to 1 technology devices to promote a rigorous reading, writing, math, science and social studies program. Strategy's Expected Result/Impact: Walk through data, classroom observations, and assessment results (common assessments and CBA) Staff Responsible for Monitoring: All teachers and administrative team | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide real time intervention during the school day for struggling students. Daily opportunities for differentiated additional math and reading support through intervention classes and small group instruction, weekly IPI, homeroom interventions, SDL classes, ZAP & Lunch Tutorials. It will also include weekly SSR and Pride Time activities. Strategy's Expected Result/Impact: Increased student growth, achievement and participation in Read Squared. Staff Responsible for Monitoring: All teachers, campus coaches and administrative team ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: The campus will provide flexible learning opportunities for students to gain high school credit.

Evaluation Data Sources: High school credit course completion rates.

Summative Evaluation: Exceeded Objective

















| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide a flexible master schedule so students have the opportunity to gain high school credit. Strategy's Expected Result/Impact: Master schedule Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage students to gain high school credit in intermediate school. Strategy's Expected Result/Impact: Enrollment in high school credit courses Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: Teachers will integrate instructional strategies and technology tools to support student learning.

Evaluation Data Sources: technology data, lesson plans, walkthrough data

Summative Evaluation: Exceeded Objective

















| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase the integration of technology into instruction, curriculum and assessment, 7-8 grade as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher TTESS, Professional Development (reports from PD management software), Blended online courses, Lesson Plans, End of Year survey Staff Responsible for Monitoring: Teachers, campus coaches and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide all students with access to high quality instruction using blended learning tools Summit Learning, Google Classroom, Desmos, One Note, FlipGrid. Strategy's Expected Result/Impact: Teacher TTESS, PD, Schoology data, OneNote Planning Notebooks, Student work Staff Responsible for Monitoring: Administrators, PFs, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Personalized Learning through PL Connect platform. Strategy's Expected Result/Impact: Data from PLP, Student performance on STAAR, Survey Staff Responsible for Monitoring: Principal, Connect Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize Plan 4 Learning to develop and monitor the Campus Improvement Plan. Strategy's Expected Result/Impact: Continuous growth and campus improvement. Staff Responsible for Monitoring: Principal, CIP Team Funding Sources: Plan 4 Learning - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: Students will annually receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Four Year Plans, Counselor Documentation

Summative Evaluation: Exceeded Objective

















| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College and Career Nights, Thursday College Day and providing opportunities to explore colleges during College Week. Strategy's Expected Result/Impact: Ongoing throughout the school year, College Week and college exploration. Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Encourage eligible students to participate in the Duke University talent search. Strategy's Expected Result/Impact: Duke registration Staff Responsible for Monitoring: Counselors | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Maintain Personal Graduation Plans for students Strategy's Expected Result/Impact: 4 year plan and Kuder results Staff Responsible for Monitoring: Counselors | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Establish higher education promotion campaigns on each campus. Strategy's Expected Result/Impact: College Week, College Thursdays Staff Responsible for Monitoring: Counselors | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 2: Students will be provided with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement

Summative Evaluation: Met Objective













| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Administer Grade 7/8 aptitude and interest test and share with school counselors. (Kuder). Strategy's Expected Result/Impact: Kuder test results Staff Responsible for Monitoring: 7th grade teachers and Counselor | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans and walkthrough data Staff Responsible for Monitoring: Teachers | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide students and parents with high school endorsement information and decision-making support Strategy's Expected Result/Impact: Student and parent informed of high school pathways and opportunities. Staff Responsible for Monitoring: Counselors | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Intermediate students, teachers, counselors, and parents are informed about higher education admissions, financial aid opportunities, TEXAS grant program and Teach for Texas Grant Program Strategy's Expected Result/Impact: Program flyers, College Week Activity Logs, Website postings Staff Responsible for Monitoring: Counselors | Formative | | |
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Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all staff will be Highly Qualified and support systems will be implemented to facilitate retention of effective employees.

Evaluation Data Sources: Status Reports, Highly Qualified Annual Compliance Report, Job Fair documentation, and Staff Development Logs.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Hire and retain highly qualified teachers and staff that fit the culture and climate of the campus. Strategy's Expected Result/Impact: Retention Rate, Sign in Sheets Staff Responsible for Monitoring: Administrative Team, Teacher Leaders, campus coaches Funding Sources: State Comp - State Compensatory Funds - \$560,444, Title 1 Peer Facilitator - 211 - Title 1 A - Economically Disadvantaged Study - \$74,001.94 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: School members will provide new hires with the appropriate tools and information that will help them be successful within the school community. New Thompson Teacher Academy. Strategy's Expected Result/Impact: Mentor Meetings, Retention Rate, Sign in sheets, Observation Summaries Staff Responsible for Monitoring: Administrative Team, Campus Coaches, Teacher Leaders | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide support and staff development opportunities to increase skills classroom instruction, management and in building relationships. Strategy's Expected Result/Impact: Observation Summaries, Retention Rate, Sign in sheets Staff Responsible for Monitoring: Administrative Team, Campus Coaches | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Training materials, agendas Sign-in sheets Survey results Staff Responsible for Monitoring: Administrative Team, Peer Facilitators | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide flexible schedules and delivery methods for staff development Strategy's Expected Result/Impact: Agendas, Sign-in sheets, training materials Staff Responsible for Monitoring: Administrative Team, Campus Coaches | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Create and implement a plan to support the ongoing climate and culture that ensures the social and emotional needs of faculty and staff are being met Strategy's Expected Result/Impact: Climate and Culture, End of the year survey, Data on retention Staff Responsible for Monitoring: Administrative team | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their child's education.

Evaluation Data Sources: A parental involvement program was developed and monitored by parent coordinator, counselors, campus coaches and administrators.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide a systematic communications program to support parent and community awareness of campus activities, events and information Strategy's Expected Result/Impact: Parent Newsletters Website Facebook feed Twitter feed Staff Responsible for Monitoring: Principal, Librarian, Parent Coordinator, Campus Coaches and Communications Liasion | Formative | | |
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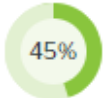
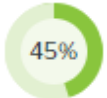










| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: A parent coordinator who will provide parent education on various topics based on feedback from parent surveys, including information to support understanding testing requirements and scores Strategy's Expected Result/Impact: Parent sign-in logs Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches Principal Funding Sources: Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study - \$22,228.55 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide educational resources (both digital and printed) for parents use with students at home Strategy's Expected Result/Impact: Resources found on website List of and/or copies of printed resources Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches, Tech Liaison, and Librarian | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Increase parent knowledge and involvement in student academic progress. Staff Responsible for Monitoring: Parent Coordinator, Teachers, Campus Coaches | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Encourage parents to attend extracurricular activities. Strategy's Expected Result/Impact: Parent communication on website, marquee, newspaper, Twitter, and Facebook Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches, Administrators | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide funding to increase parent involvement. Strategy's Expected Result/Impact: Parent sign in sheets Staff Responsible for Monitoring: Parent Coordinator, Campus Coaches, Administrators Funding Sources: Title 1 Parent Component - 211 - Title 1 A - Economically Disadvantaged Study - \$4,359.62 | Formative | | |
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Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: Increase community involvement by expanding and/or creating new partnerships and enhanced communication.

Evaluation Data Sources: Business, community, partners have increased.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Student's participation in service learning activities. Staff Responsible for Monitoring: Administrators, NJHS sponsor, group sponsors | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Increase community support. Staff Responsible for Monitoring: Parent Coordinator, Administrators, Campus coaches | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote and increase participation in student service organizations Strategy's Expected Result/Impact: Increased participation, sign in sheets Staff Responsible for Monitoring: Administrators and NJHS sponsor | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Promote/share/ highlight campus successes and events with community via local media (website, newspaper, social media) Strategy's Expected Result/Impact: Current events, Highlights posted, Up-to-date website and posts Staff Responsible for Monitoring: Campus Media Specialist, Parent Coordinator, Administrator | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Continue to work with and support feeder campus with "Walk for Success". Strategy's Expected Result/Impact: Number of student contacts made Staff Responsible for Monitoring: Administrative Team | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |










Goal 5: We will promote a safe school environment, teach citizenship and support the social, emotional and physical well-being of all students and staff.














Performance Objective 1: The campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Implement Positive Behavior Intervention strategies with students. Strategy's Expected Result/Impact: Positive campus climate. Staff Responsible for Monitoring: Administrators, Safe and Civil Committee, Teachers and staff. | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training in behavior management. Provide mediation, conflict resolution, bullying and PBIS training opportunities for students and staff. Following FFI (Local) in regards to bullying. Strategy's Expected Result/Impact: Through staff development, see a decrease in student discipline. Create a positive school climate and see a decrease in student discipline incidents. Staff Responsible for Monitoring: Counselors, Campus Coaches, Administrators | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Create a crisis management plan including safety drills. Strategy's Expected Result/Impact: Crisis management plan and drill logs Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize Safe and Civil Team to implement effective strategies to reduce inappropriate behaviors. Strategy's Expected Result/Impact: Safe and Civil Team agendas and discipline reports will show a decrease in student discipline. Staff Responsible for Monitoring: Safe and Civil Team, Teacher and Staff, Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Youth Mental Health training, Character Education and Restorative Practice Training. Strategy's Expected Result/Impact: Provide teachers and staff with the skills to support students. Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Decrease serious student discipline incidents. Staff Responsible for Monitoring: Counselors and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Strategy's Expected Result/Impact: Staff Development plan Staff Responsible for Monitoring: Administrators | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 8: Counselors will attend staff development aimed at reducing sexual abuse of children and character education programs. Strategy's Expected Result/Impact: Staff development sign in sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Counselors will attend suicide prevention training to learn how to assess level of risk, how to refer parents to community resources and information to share with staff regarding students. Strategy's Expected Result/Impact: Staff development sign in sheets Staff Responsible for Monitoring: Counselors | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Celebrate student success and increase student accountability by having Student of the Month celebrations. Strategy's Expected Result/Impact: Student of the Month celebration Staff Responsible for Monitoring: Principal, Parent Coordinator, Campus Coaches | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: The campus will develop a coordinated school health plan to be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective


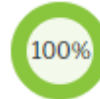


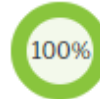


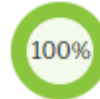





| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide annual staff development to ensure consistent implementation of district wide and campus wide coordinated school health initiatives. Strategy's Expected Result/Impact: Staff development plans Staff Responsible for Monitoring: Administrators, Nurse | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Develop a campus health advisory committee to support coordinated school health goals and objectives to ensure that they are implemented. Strategy's Expected Result/Impact: Complete School Health Index Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use Fitnessgram Data for instructional planning. Strategy's Expected Result/Impact: Lesson plans and Fitnessgram data Staff Responsible for Monitoring: Coaches and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create opportunities for coordinated school health programs and activities. Strategy's Expected Result/Impact: School health activities Staff Responsible for Monitoring: Nurse, Coaches and Administrators | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Expanded Learning Opportunity with after school Bowling . Strategy's Expected Result/Impact: Increase student involvement and physical fitness. Staff Responsible for Monitoring: Coaches, Administrators | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 6: We will provide support services using established and innovative practices, standards, and systems promoting an exemplary learning environment.

Performance Objective 1: During 2020-2021, increase the campus attendance rate to 97.5% or above for all students.

Evaluation Data Sources: Attendance Data, Accountability data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Increase daily attendance rates Staff Responsible for Monitoring: Administrative Team | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: The teacher monitors attendance of all students in assigned classes and contacts parents, counselors, and other school officials for students with serious attendance problems identifying and implementing strategies/techniques that promote regular attendance. Strategy's Expected Result/Impact: Increase daily attendance rates, accurate attendance records and documentation Staff Responsible for Monitoring: Administrative Team, Attendance Clerk, Teachers | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide Incentives to all students each 6 weeks to encourage attendance. Strategy's Expected Result/Impact: Increase daily attendance rates End of year survey Staff Responsible for Monitoring: Administrative Team | Formative | | |
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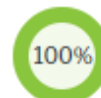









Goal 6: We will provide support services using established and innovative practices, standards, and systems promoting an exemplary learning environment.











Performance Objective 2: The campus will collaboratively work with the District Special Education Office to ensure that all the needs of each student are being met including 100% compliance with all federal and state requirements.

Targeted or ESF High Priority

Evaluation Data Sources: District Special Education Guidelines, Inservice by Special Education Department to district staff, ARD paperwork

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure LRE and IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: State folder audits, training/meetings with Special Education Staff, ARD meetings Staff Responsible for Monitoring: Administrative Team, Special Education Staff, LSSP | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor Special Education evaluations to ensure initial referrals to special education are conducted within appropriate timelines. Strategy's Expected Result/Impact: Exceed Initial Evaluation Report Data Staff Responsible for Monitoring: Administrative Team, LSSP | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development opportunities for teachers working with special education students and tools to differentiate. Strategy's Expected Result/Impact: Training Sign in sheets, documentation of failing grades Staff Responsible for Monitoring: Administrative Team, Special Education Staff, LSSP ESF Levers: Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring of CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for STAAR A or Alt (ie., PLAFFs, IEPs, deliberations) and (3) utilizing TEA required forms. Strategy's Expected Result/Impact: Audit review of state folders, evidence of collaboration/ communication between general and special education staff Staff Responsible for Monitoring: Administrative Team, Special Education Staff, LSSP | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Campus has reviewed the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD documents and minutes Staff Responsible for Monitoring: Administrative Team, Special Education Staff, LSSP ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Instructional materials will be provided to address the needs of Special Education Students. Strategy's Expected Result/Impact: Teachers and students are provided with the necessary supplies. Staff Responsible for Monitoring: Principal ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Pasadena Independent School District
Turner Elementary
2020-2021 Formative Review



Mission Statement

The mission of Pasadena ISD, the gateway to unlimited opportunity for the youth of our culturally rich community, is to empower students to become accomplished, self-directed, and collaborative citizen-scholars who boldly contribute to an increasingly complex and evolving world by engaging in rigorous curriculum, relevant experiences, and positive relationships while embracing the uniqueness of each individual.

Turner Mission Statement

We are developers of successful lifelong learners...
creating a positive, student-centered learning environment
for an ever changing world.

Vision

We believe that...

- A Supreme Being exists and everyone has the right to make religious and/or spiritual choices
- Everyone has purpose, worth, and dignity
- Individual potential is unknown and immeasurable
- Family dynamics profoundly influence the decisions individuals make and the people they become
- Connecting with others and building positive, meaningful relationships are essential
- Learning is instinctive, lifelong, and unique to the individual
- Communication is pervasive, essential, ever-present, and multidimensional
- Feeling safe enhances the ability to learn
- Diversity adds value to all areas of life
- Change is natural and continuous
- Each person is responsible and accountable in all aspects of life for the choices he or she makes

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals










Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.







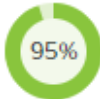









Performance Objective 1: During the current school year, consistent implementation of the district curriculum, research based strategies, and rigor and relevance standards will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Evaluation Data Sources: STAAR results, walkthrough documentation, campus/district staff development logs and agendas, AWARE

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Curriculum PLCs designed to improve vertical alignment and share successful implementation of research based instructional practices Strategy's Expected Result/Impact: Vertical curriculum alignment Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Horizontal team meetings to review curriculum, Best Practices (i.e. small group instruction, cooperative learning, curriculum compacting, etc.) and student assessment data using Heat Maps and AWARE reports. Strategy's Expected Result/Impact: Student growth Staff Responsible for Monitoring: Teachers, Peer Facilitators, Literacy Cohort, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Participation in staff development activities to identify instructional strengths and weaknesses, as well as ensure consistent implementation of curriculum and rigor and relevance standards Strategy's Expected Result/Impact: Increased quality of instruction Staff Responsible for Monitoring: Teachers, Support Staff, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 4: Implement the PISD Scope and Sequence for all content areas in grades PK-4 Strategy's Expected Result/Impact: Increased student growth Staff Responsible for Monitoring: Administrators, Team Leaders, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Integrate relevant literacy skills across all content areas Strategy's Expected Result/Impact: An increase in student reading levels through data collection Staff Responsible for Monitoring: Reading PLC, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Ensure that all science instruction incorporates hands-on and outdoor laboratory activities in alignment with new state science TEKS Strategy's Expected Result/Impact: Students will have a better grasp of the science TEKS, especially the scientific process. Staff Responsible for Monitoring: Science PLC, Science Coach, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Greenhouse Upkeep - PTO/PTA - \$300 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilization of district/campus instructional materials during small group and one-on-one instruction (i.e. question stems, guided reading, flipbooks, Region 4 materials, technology, etc.) Strategy's Expected Result/Impact: Quality instruction for students Staff Responsible for Monitoring: Teachers, Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.




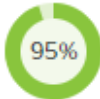






Performance Objective 2: Test data will be reviewed and analyzed by Turner staff. Results will be used to determine instructional groups and individual tutoring assignments, specifically during PIE. Appropriate teaching strategies will be developed to improve student academic performance.

Evaluation Data Sources: Results of pre and post-testing(BAS), I-Station, CBAs, common assessments, STAAR, MAP, TELPAS, IAT data

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Review STAAR and MAP data by subgroup and grade level Strategy's Expected Result/Impact: Make instructional adjustments as needed based on the data. Staff Responsible for Monitoring: Teachers, Administrators, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Determine tutoring groups for intensive remediation during PIE Time/Extended Day Strategy's Expected Result/Impact: Increase in academic growth Staff Responsible for Monitoring: Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials, wages for tutors - Extended Day/Tutorial | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of LEP, Migrant, Homeless, and Special Education students on state and national assessments Strategy's Expected Result/Impact: Make instructional adjustments as needed based on the data. Staff Responsible for Monitoring: Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development on data disaggregation . Strategy's Expected Result/Impact: Use data to make sound instructional decisions as it relates to students. Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Review STAAR data to determine Extended Year students and grade placement recommendations and interventions Strategy's Expected Result/Impact: Determine promotion and retention of students. Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Teachers will attend staff development for vertical alignment and data disaggregation. Strategy's Expected Result/Impact: Enhanced teaching resulting in student growth Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Staff development fee, supplies - 199 - General Fund - \$200 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

















Performance Objective 3: Turner will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Skyward grading reports, Intervention reports, AWARE reports

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Utilize district wide grading standards linked to student standards and based on Best Practices Strategy's Expected Result/Impact: Fidelity in grading Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: teacher pay and instructional materials - Extended Day/Tutorial - \$4,800 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 2: Record grades that accurately reflect mastery/non mastery on specific student expectations Strategy's Expected Result/Impact: Fidelity in grading Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use district guidelines regarding homework and its purpose Strategy's Expected Result/Impact: Support students' learning Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize district wide grade and/or content appropriate reassessment standards Strategy's Expected Result/Impact: Support student mastery of TEKS Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Students who are academically unsuccessful will, using the RtI model, be identified and receive appropriate interventions in a timely manner Strategy's Expected Result/Impact: Interventions put in place will support academic growth. Staff Responsible for Monitoring: Teachers, IAT, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutoring and instructional materials - 211 - Title 1 A - Economically Disadvantaged Study - \$3,100 | Formative | | |
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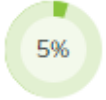












Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 4: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus/district improvement plans, analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district wide initiatives Strategy's Expected Result/Impact: District wide initiatives are implemented. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student Strategy's Expected Result/Impact: Support academic growth. Staff Responsible for Monitoring: Administrators, Peer Facilitators, Reading/Writing PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide training opportunities for problem solving and higher level questioning to increase rigor and relevance in instruction Strategy's Expected Result/Impact: Develop higher order thinking skills in students and real life application experiences. Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Support campus PLCs as deliberate decisions are made regarding instructional practices. Strategy's Expected Result/Impact: Research based instructional practices are implemented throughout the school year. Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Plan4Learning Software - 211 - Title 1 A - Economically Disadvantaged Study - \$536.84 | Formative | | |
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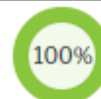
Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 5: Implementation of reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: STaR Test results, Accelerated Reader reports, lesson plans, campus staff development, walkthrough data, reading levels, I-Station

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide research based reading program information for teachers . Strategy's Expected Result/Impact: Promote the love of reading as well as the improvement of reading skills. Staff Responsible for Monitoring: Librarian, Peer Facilitators, Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Continue to maximize the campus commitment to the Accelerated Reader program Strategy's Expected Result/Impact: Promote the love of reading as well as the improvement of reading skills. Staff Responsible for Monitoring: Teachers, Librarian, Administrators, Reading PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Certificates, incentives-AR Skate, AR Carnival - PTO/PTA - \$5,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding the unique needs of dyslexic students Strategy's Expected Result/Impact: Needs will be met concerning those students with Dyslexia. Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use student reading levels to monitor improvement and align students' instructional levels Strategy's Expected Result/Impact: Use this data to direct instructional path for students. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Support the district literacy initiative with classroom libraries for students to utilize as frequently as possible Strategy's Expected Result/Impact: Promote the love of reading as well as the improvement of reading skills. Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: leveled readers, software subscription renewals (i.e. AR, Pebble to Go, Reading A-Z, etc.), Schoolwide Scholastic News magazine subscription - 199 - General Fund - \$5,200 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.














Performance Objective 6: Instructional strategies to improve students' written communication skills will be implemented by all teachers. Writing activities that emphasize authentic proofreading skills and correct grammar usage will be provided. A school wide plan which provides students with opportunities to develop writing skills in logical progression will be implemented. Expository/narrative writing and grammar will be the focus.

Evaluation Data Sources: Results from STAAR Writing data, specifically in the area of Language, spring TELPAS, and common assessments will show academic growth.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Daily classroom lessons on grammar and identifying/correcting errors in writing using the STAAR format will be consistently implemented. Strategy's Expected Result/Impact: Improvement in STAAR Writing scores Staff Responsible for Monitoring: Teachers, Peer facilitators, Writing PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Daily language activities which reinforce STAAR standards will be implemented Strategy's Expected Result/Impact: Improvement in STAAR Writing scores Staff Responsible for Monitoring: Teachers, Peer Facilitator, Writing PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Students will participate in planned schoolwide writing activities (i.e. Camp Write Along, Author celebrations, Writing Power Hour, daily journaling, Writing Wall). Strategy's Expected Result/Impact: Improvement in STAAR Writing scores and reinforce campus commitment to writing initiatives Staff Responsible for Monitoring: Teachers, Peer Facilitators, Writing PLC, Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - 199 - General Fund - \$300 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will emphasize vocabulary acquisition across content areas and grade levels Strategy's Expected Result/Impact: Increase academic vocabulary Staff Responsible for Monitoring: Teachers, Writing PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Quick Writes, Thinking Maps and other graphic organizers utilized by students on a regular basis Strategy's Expected Result/Impact: Improve STAAR Writing scores Staff Responsible for Monitoring: Teachers, Peer Facilitator, Writing PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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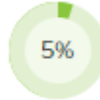
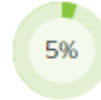
Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.








Performance Objective 7: During the current school year, consistent implementation of the district math curriculum, research based strategies, and Best Practices will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Evaluation Data Sources: STAAR results, informal/formal observations, campus/district staff development agendas and logs, AWARE

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: All math teachers will attend the FOCUS trainings provided by the district for each 9 week cycle. Strategy's Expected Result/Impact: Research based instruction will be utilized in the classroom. Staff Responsible for Monitoring: Administrators, Teachers, District personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement gradual release (hands-on, hands-on and equation/number sentences, equation/number sentences independently) in math instruction Strategy's Expected Result/Impact: Increase STAAR Math scores Staff Responsible for Monitoring: Teachers, Peer Facilitators, Math PLC, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure that all math instruction incorporates hands-on activities in alignment with the state math TEKS Strategy's Expected Result/Impact: Align with state expectations Staff Responsible for Monitoring: Teachers, Peer Facilitators, Math PLC, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: STEM Night for all grade levels Strategy's Expected Result/Impact: Provide activities for families to experience together to promote science, technology, engineering and math concepts. Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: instructional supplies - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Planning days used to plan for FOCUS training strategies, initiatives to be implemented Strategy's Expected Result/Impact: Research based math instructional strategies will be used in the classroom. Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators | Formative | | |
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| Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 |  |  |  |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |







Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.














Performance Objective 8: Faculty and staff will develop strategies for preparing students for the STAAR Science assessment. Faculty and staff will utilize the science training provided by PISD Science Instructional Specialist. Science instruction will also be supported through the Science /Tech campus instructor.

Evaluation Data Sources: 100% of Turner staff will incorporate strategies to enhance science instruction.

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Involve all students in school wide Science Fair projects Strategy's Expected Result/Impact: Follow district initiatives within the science program Staff Responsible for Monitoring: Teachers, Science Teacher, Science PLC, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Weekly lessons provide students with hands-on activities in classroom/lab setting or greenhouse. Strategy's Expected Result/Impact: To help internalize science concepts Staff Responsible for Monitoring: Teachers, Science Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Greenhouse materials - PTO/PTA - \$100 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Promote reading of on-level, nonfiction books weekly Strategy's Expected Result/Impact: Spotlight topics in science and build academic vocabulary Staff Responsible for Monitoring: Teachers, Librarian, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Purchase of library books - 199 - General Fund - \$2,000, Purchase Bluebonnet books - PTO/PTA - \$1,000 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Update campus inventory of available science equipment Strategy's Expected Result/Impact: Facilitate sharing of resources Staff Responsible for Monitoring: Teachers, Science Teacher, Science PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Incorporate higher level questioning in science instruction Strategy's Expected Result/Impact: Support rigor in curriculum Staff Responsible for Monitoring: Teachers , Science Coach, Science PLC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 1: We will ensure rigorous curriculum and relevant learning experiences that promote real life application.

Performance Objective 9: During the current school year, consistent implementation of the district curriculum, research based strategies, and rigor and relevance standards will ensure that performance on STAAR will result in all students meeting or exceeding the state average.

Evaluation Data Sources: STAAR results, walkthrough documentation, campus/district staff development logs and agendas, final CBA scores for final reporting period

Summative Evaluation: Significant progress made toward meeting Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Curriculum PLCs will meet monthly Strategy's Expected Result/Impact: Improve vertical alignment and share successful implementation of research based instructional practices Staff Responsible for Monitoring: Teachers, Support staff, Peer Facilitators, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Grade level data PLCs will meet bi-weekly Strategy's Expected Result/Impact: Review curriculum, Best Practices (i.e. small group instruction, whole group, workstations, and number talks) and student assessment data using Heat Maps and AWARE reports Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Staff development that identifies instructional strengths and weaknesses, Strategy's Expected Result/Impact: Ensures consistent implementation of curriculum and rigor and relevance standards Staff Responsible for Monitoring: Teachers, Peer Facilitators, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the PISD Scope and Sequence for math in grades PK-4 Strategy's Expected Result/Impact: STAAR math scores will increase Staff Responsible for Monitoring: Teachers, Peer Facilitators, Math PLC, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.








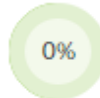





Performance Objective 1: Students will participate in a variety of drills/scenarios to ensure their physical safety and well being on a daily basis.

Evaluation Data Sources: Student preparedness during monthly/semester drills and level of efficiency in evacuating the building evaluated through observation and timed drills.

Summative Evaluation: Met Objective

Next Year's Recommendation: Continue current objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monthly fire drills (obstructed and unobstructed) will be conducted Strategy's Expected Result/Impact: Student safety procedures are implemented. Staff Responsible for Monitoring: Administrators, All Faculty and Staff, Students Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Crisis Team planning for shelter-in-place and evacuation scenarios will be maintained Strategy's Expected Result/Impact: Procedures are understood by faculty and staff and implemented when needed. Staff Responsible for Monitoring: Administrators, Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Intruder, shelter-in-place, and tornado drills conducted during fall and spring semesters Strategy's Expected Result/Impact: Procedures are understood by faculty and staff and implemented when needed. Staff Responsible for Monitoring: Administrators, All Faculty and Staff, Students Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: All personnel/visitors must present a valid ID before entering the building Strategy's Expected Result/Impact: Aware of who is on campus and why. Staff Responsible for Monitoring: Office Staff, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: All outside entrances remain locked throughout the day with the exception of the main entrance into the office area Strategy's Expected Result/Impact: Limited access to building Staff Responsible for Monitoring: Custodian, Administrators, All Faculty and Staff Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Dismissal policy which ensures the safe departure of all students every day Strategy's Expected Result/Impact: Orderly, safe dismissal of students Staff Responsible for Monitoring: Safe & Civil Team, Faculty and Staff, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Student Safety Patrol works to ensure a safe arrival for all students every morning. Strategy's Expected Result/Impact: Safe arrival, leadership opportunities for students Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
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Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.




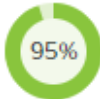






Performance Objective 2: Special education students will receive instruction in the least restrictive setting based on annual assessment of academic progress. Inclusive practices will be used in general education classes with support from special education staff.

Evaluation Data Sources: Mastery of IEP goals and objectives. Growth shown in STAAR, CFA, and common assessment data.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement inclusion in general education classrooms Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Special Ed. teachers and staff, General Ed. teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials and supplies - 224 - IDEA-B Special Education - \$1,288 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct team planning between general and special education teachers Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: General and Special Ed. teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide frequent communication to parents through daily journals, student planners, conferences, phone conversations, and email. Strategy's Expected Result/Impact: Student planners, conference logs, phone logs, emails Staff Responsible for Monitoring: General and Special Ed. teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus has reviewed the previous year 's state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intervention Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Teachers, Support Staff, LSSP Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will work collaboratively with the District Special Education Office to ensure initial evaluations to determine special education eligibility are completed within the required timelines. Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Support Staff, District Personnel, LSSP, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Campus will follow district procedures regarding parental request for special education evaluation Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Support Staff, District Personnel, LSSP, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Campus will work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CFAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD document clearly delineates the need for STAAR/STAAR Alt (i.e., PLAFFs, IEPs, deliberations), and (3) utilizing TEA required STAAR Alternative Participation Requirement Forms. Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Support Staff, District Personnel, LSSP, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will work collaboratively with the District Special Education Office to ensure compliance with Senate bill 1196 - Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Special Education Teachers and Aides, Administrators, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will follow district policy to ensure students with disabilities have access to facilities Strategy's Expected Result/Impact: Review of facilities to check ADA compliance and make the necessary changes Staff Responsible for Monitoring: Administrators, All Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
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| Strategy 10: Campus will follow district procedures in addressing transition requirements for students with disabilities. Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Administrators, All Teachers, LSSP Support Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Campus will review student data on an individual basis and consider the least restrictive environment prior to placing students in a special education setting. Strategy's Expected Result/Impact: Mastery of IEP goals and objectives, growth shown in STAAR, common assessment data. Staff Responsible for Monitoring: Administrators, All Teachers, LSSP, District Personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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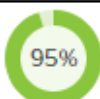


Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

















Performance Objective 3: State and district criteria will be used to identify students considered potentially at-risk of failing. Intervention strategies will be determined and implemented to enable identified students to master academic skills appropriate for their assigned grade level. State and district criteria will be used to identify students considered potentially at-risk of failing. Intervention strategies will be determined and implemented to enable identified students to master academic skills appropriate for their assigned grade level.

Evaluation Data Sources: Examination of level of academic growth on the following: MAP, I-Station, BAS, STAAR reading, DreamBox, AIMSweb, and TELPAS data.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Identify at-risk students using state/district criteria Strategy's Expected Result/Impact: Monitor student progress and implement interventions as needed Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 2: Develop and implement grade level intervention strategies Strategy's Expected Result/Impact: Positive effect on student achievement Staff Responsible for Monitoring: Teachers ,IAT,CARES Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Title 1 Teacher Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$83,379.33, Instructional materials and supplies - 211 - Title 1 A - Economically Disadvantaged Study - \$1,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide tutoring assistance for those students identified as having reading/math difficulties through Title funding Strategy's Expected Result/Impact: Positive effect on student achievement Staff Responsible for Monitoring: Teachers , Administrators, DAIT, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials and supplies, tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$4,000, Peer Facilitator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$84,659.97 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Specialized tutoring for students struggling with reading, math, writing, and science concepts (SCE) Strategy's Expected Result/Impact: Students will show academic growth through data collection. Staff Responsible for Monitoring: Administrators, Paid Tutors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Tutoring - State Compensatory Funds - \$1,317, Tutoring - 211 - Title 1 A - Economically Disadvantaged Study - \$3,000 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Identify homeless students using district/state/federal criteria and refer to district Homeless Liaison and campus counselor for services. Strategy's Expected Result/Impact: Student support will be provided as needs are realized. Staff Responsible for Monitoring: Attendance Clerk, Counselor, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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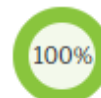
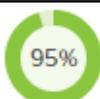












| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Identify LEP students using district/state/federal criteria. Refer to district Bilingual Department and campus LPAC for services provided. Strategy's Expected Result/Impact: Student support will be provided as needs are realized. Staff Responsible for Monitoring: Teachers, Administrators, District Personnel, LPAC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Monitor 1st and 2nd year students who have exited from the bilingual program. Strategy's Expected Result/Impact: Ensure academic progress for students. Staff Responsible for Monitoring: Teachers, Administrators, Master List Clerk, LPAC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Continue the implementation of the Conscious Discipline program to integrate social-emotional learning and discipline. Strategy's Expected Result/Impact: Increase in attendance and a decrease in discipline referrals Staff Responsible for Monitoring: All Teachers, Administrators, Counselor, Conscious Discipline team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Utilize I-Station, DreamBox, and Waterford programs to provide additional interventions for students Strategy's Expected Result/Impact: Academic student growth Staff Responsible for Monitoring: Teachers, DAIT, IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 4: Instructional services provided for gifted and talented students will accelerate curriculum, enrich learning experiences, and encourage social and emotional development. G/T students will be challenged to meet standards aligned with their potential for academic achievement.

Evaluation Data Sources: Examination of Individual Student profiles, CoGat results, and levels of proficiency on STAAR assessments.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide accelerated instruction in cluster and self-contained groups Strategy's Expected Result/Impact: Examination of Individual Student profiles, ITBS results, and levels of proficiency on STAAR assessments. Staff Responsible for Monitoring: Teachers, Librarian, Science/Tech Teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Instructional materials and supplies - 428 - G/T Performance Standards - \$1,961 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Conduct G/T update training for faculty and staff Strategy's Expected Result/Impact: Better understanding of the academic and emotional needs of gifted students Staff Responsible for Monitoring: District and campus personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Complete nomination, testing, and identification processes Strategy's Expected Result/Impact: Identification of G/T students and program enrollment Staff Responsible for Monitoring: G/T Nomination Committee, Administrators, G/T Coordinators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Conduct parent information meetings Strategy's Expected Result/Impact: Share information regarding the district/campus Gifted and Talented program guidelines and expectations. Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




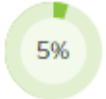








Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.







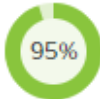






Performance Objective 5: A school wide effort to promote positive self worth and responsible behavior will be implemented. Opportunities to teach students

the importance of good character and citizenship will be utilized daily.

Evaluation Data Sources: Reduced discipline referrals from previous year and increase in student attendance rate

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Character education theme communicated during daily announcements Strategy's Expected Result/Impact: Reduced discipline referrals, increased student attendance rate Staff Responsible for Monitoring: Teachers, Counselor, Students, Attendance Clerk, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Students have the opportunity to participate in extracurricular music and physical education activities Strategy's Expected Result/Impact: Increased student participation in campus activities Staff Responsible for Monitoring: PE and Music Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Students are recognized as Star Studded Texans for outstanding citizenship Strategy's Expected Result/Impact: Increased number of Star Studded Texans each 9 weeks Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implementation of CHAMPs school wide Strategy's Expected Result/Impact: Reduced discipline referrals, increase in student attendance rate Staff Responsible for Monitoring: Administrators, All Faculty and Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Continue with "Big Texan" character breakfast program each 9 weeks Strategy's Expected Result/Impact: Reduced discipline referrals, increase in student attendance rate Staff Responsible for Monitoring: School Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies - 199 - General Fund - \$400 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: PBIS training and implementation of program to promote proactive and positive behavior management strategies. Strategy's Expected Result/Impact: Reduced discipline referrals, increase in student attendance rate, safer school environment Staff Responsible for Monitoring: Safety Patrol, District BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Continued implementation of Conscious Discipline principles to integrate social-emotional learning and discipline Strategy's Expected Result/Impact: Reduced discipline referrals, increase in student attendance rate, walkthrough documentation Staff Responsible for Monitoring: All Teachers, Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

















Goal 2: We will provide flexible learning environments, structures and schedules that meet the needs of all 21st century learners.

Performance Objective 6: Create and maintain a school environment that provides opportunities for faculty and staff, students, and parents to develop a healthier lifestyle through the CATCH (Coordinated Approach to Children's Health) Program.

Evaluation Data Sources: Faculty and staff health teams rate of participation coupled with parent feedback regarding student participation in healthier nutritional choices.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Faculty/staff health activities will be offered throughout the year (i.e. Lose a Turkey by Thanksgiving, Maintain-No Gain @ Christmas, New Year-New You, Mighty Miler for staff, district wide incentives 4xs per year, etc.) Strategy's Expected Result/Impact: Increased attendance for faculty and staff through promotion of a healthier lifestyle Staff Responsible for Monitoring: CHAC, All Faculty and Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Smoothie Night to promote healthy choices for our families Strategy's Expected Result/Impact: Designated night for families to make smoothies using healthy recipes provided, partnership with Aldi Staff Responsible for Monitoring: CHAC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Supplies - PTO/PTA - \$300 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Morning jogging, juggling, and intramural sports programs for students Strategy's Expected Result/Impact: Increased level of student participation Staff Responsible for Monitoring: PE Teachers, Students Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Mighty Miler Team in which students and their parents participate in this program one evening each month (Monday Mile Meet). Strategy's Expected Result/Impact: Health and well being along with parent participation opportunity Staff Responsible for Monitoring: PE, Staff, CHAC Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Weekly short health lessons in PE (i.e. dental care, hygiene, food choices, bullying, smoking, honesty, caring, friends, 911 emergency, recycle, breakfast, flu travels, eat this not that, portion size) following CHAC district wide curriculum. Strategy's Expected Result/Impact: Students will develop healthy habits. Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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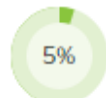


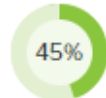











| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
| Strategy 6: USDA myplate.gov information sent home with students promoting healthy eating as a family as well as home health challenges Strategy's Expected Result/Impact: Parents and students work together to make healthier life choices. Staff Responsible for Monitoring: PE Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Student and staff will participate in the Turner Health Fair during the spring semester Strategy's Expected Result/Impact: Stronger community relationships coupled with promotion of a healthy lifestyle Staff Responsible for Monitoring: PE Staff, Faculty, Parents, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Daily health tips will be shared every morning with students on announcements. Strategy's Expected Result/Impact: Better student health Staff Responsible for Monitoring: Administrators, PE Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: School participation in education of heart health and diabetes during Jump Rope for Heart and Walk for Diabetes month Strategy's Expected Result/Impact: Students and parents will embrace a healthier lifestyle. Staff Responsible for Monitoring: PE Staff, Faculty, Parents, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 3: We will develop and promote 21st century career and college exploration and preparation programs.

Performance Objective 1: All students will have an increased awareness of 21st century career and post-secondary opportunities.

Evaluation Data Sources: Participation in Career/College days

Summative Evaluation: Met Objective













| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Special school events (i.e. College Week, Career Day, Family Night, etc) will be implemented to promote college attendance Strategy's Expected Result/Impact: Community and parent involvement opportunities Staff Responsible for Monitoring: Administrators, All Faculty and Staff, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 Funding Sources: Family Fun Night supplies - PTO/PTA - \$6,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide students with real world experiences that explore various career opportunities Strategy's Expected Result/Impact: Futures planning opportunities Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 Funding Sources: field trips - PTO/PTA - \$7,900 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: School hallways named after state colleges-UT, Baylor, Texas Tech, UH, SJC, Rice, A & M Strategy's Expected Result/Impact: Support student awareness of state colleges Staff Responsible for Monitoring: Administration Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Field trip for all 3rd and 4th grade girls to Frittita Arena to see the Lady Cougars Basketball team play an exhibition game. Strategy's Expected Result/Impact: Real world experience of visiting a college event Staff Responsible for Monitoring: PE teacher and Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |








Goal 4: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: The administrative staff, along with the Human Resources for the Pasadena Independent School District, will strive to employ qualified teachers to ensure successful academic experiences for our students.

Evaluation Data Sources: Teacher turnover rates, STAAR results, appropriate grade level assessments, and overall student progress will be studied to guarantee optimum student acquisition of knowledge and success.

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Coaching/mentoring new teachers Strategy's Expected Result/Impact: Teacher growth and support through year one Staff Responsible for Monitoring: Administrators, Master Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Staff development opportunities to increase skills in building relationships Strategy's Expected Result/Impact: Healthy relationships will be maintained between staff, students, and parents. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Positive working environment will be maintained Strategy's Expected Result/Impact: Staff will feel appreciated for their many contributions that make our school a desirable place to be. Staff Responsible for Monitoring: All Faculty and Staff, Climate Committee, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Supplies for staff events throughout the year - 199 - General Fund - \$4,000, Teacher Appreciation Week - PTO/PTA - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Continue to implement recommendations from PBIS trainings Strategy's Expected Result/Impact: A safe work environment for all. Staff Responsible for Monitoring: Safety Patrol, All Faculty and Staff, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Continue to recognize teacher contributions that positively enhance the campus culture and climate (i.e. Teacher of the Year, Texan Stars of the Week, etc.) Strategy's Expected Result/Impact: Positive school climate Staff Responsible for Monitoring: Administrators, Faculty and Staff Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |













Goal 5: We will relentlessly pursue a culturally responsive approach to meaningful parental engagement.






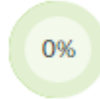

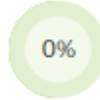

Performance Objective 1: Active parental involvement in school activities and functions will be encouraged. Participation in parent conferences, volunteer programs, and special school events will provide opportunities for parents to become involved in the educational process. Open communication between staff and parents will remain a factor ensuring positive school climate.













Evaluation Data Sources: Parent conference logs, sign in sheets, volunteer logs, agendas, calendars



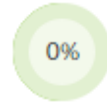




Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Curriculum Nights that provide opportunities for parents to attend grade level/content specific meetings to share expectations, strategies, and Title 1 information. Strategy's Expected Result/Impact: Student academic growth through parent/teacher partnership Staff Responsible for Monitoring: PK-4 Teachers, Administrators, Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Parent conferences will be held by appointment, phone, or by email as needed Strategy's Expected Result/Impact: Parents will partner with teachers in supporting student achievement. Staff Responsible for Monitoring: All Teachers, Parent Coordinator, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Volunteer program to support reading and math grade level TEKS Strategy's Expected Result/Impact: Increase in academic growth as well as STAAR scores Staff Responsible for Monitoring: Parent Coordinator, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Title 1 Counselor/Parent Coordinator Salary - 211 - Title 1 A - Economically Disadvantaged Study - \$23,100.23 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: PTO meetings will continue to be held every other month with special events planned throughout the year Strategy's Expected Result/Impact: Opportunities for parents to be involved at school will continue to be provided. Staff Responsible for Monitoring: PTO Board, Parent Coordinator, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Grandparents Week, Texas Public Schools Week, and Bring a Parent to PE Week Strategy's Expected Result/Impact: Continue to build community and highlight student growth Staff Responsible for Monitoring: Administrators, Parent Coordinator, All Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share report card information, curriculum concerns, behavior strategies, parenting classes, etc. Strategy's Expected Result/Impact: Parents will have a clear understanding of curricular challenges, behavior expectations, and supports available to them to help their student grow. Staff Responsible for Monitoring: Counselor, Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 Funding Sources: Materials and supplies, special programs - 211 - Title 1 A - Economically Disadvantaged Study - \$3,160.25 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Webinars will be available on the Turner website to help parents understand some of the instructional strategies their child is learning at school. Strategy's Expected Result/Impact: Support parents as they help students at home with academic challenges Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Friday Night at the Movies-a movie night for our Turner families each semester Strategy's Expected Result/Impact: Sense of Community reinforced Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Mother/Daughter Craft Night in December Strategy's Expected Result/Impact: Build parent relationships Staff Responsible for Monitoring: administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Father/Son Rock & Bowl in the spring Strategy's Expected Result/Impact: Build parent relationships Staff Responsible for Monitoring: Administrators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 11 Details | Formative Reviews | | |
| Strategy 11: Full implementation of WatchDogs program Strategy's Expected Result/Impact: Build parent relationships Staff Responsible for Monitoring: Kris McCauley, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 3.2 Funding Sources: T-shirts, supplies - PTO/PTA - \$600 | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
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| Strategy 12: Parent-Teacher compacts are reviewed over ZOOM meetings and emailed. Parents not in attendance are called and compact is sent through email. Strategy's Expected Result/Impact: Parents and teachers sharing the responsibility of their students' academic growth Staff Responsible for Monitoring: Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 3.1 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Spring choir concert to highlight student performance. Christmas concert will resume next school year as health protocols are relaxed. Strategy's Expected Result/Impact: Highlight student performance Build parent relationships Staff Responsible for Monitoring: Music teachers and administration Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Spring Fling in PE for Grades PK-4th Strategy's Expected Result/Impact: Build parent relationships Highlight student performance Staff Responsible for Monitoring: PE teacher and administration Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 15 Details | Formative Reviews | | |
| Strategy 15: Student led Personal Learning Parent Night in February (tbd based on level of concern re: COVID-19) Strategy's Expected Result/Impact: Parents will have a clear understanding of the Platform as well as the components of the Connect Personalized learning program. Staff Responsible for Monitoring: 4th Grade Connect Teachers and Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 16 Details | Formative Reviews | | |
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| Strategy 16: Smoothie Night to promote healthy choices for our families-April Strategy's Expected Result/Impact: Students and parents will learn to make healthy alternatives. Staff Responsible for Monitoring: CHAC and Administration Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

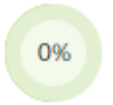

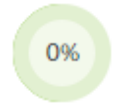
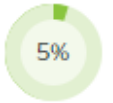

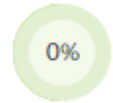
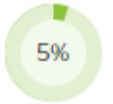






Goal 6: We will ensure vital and ongoing relationships with our business and community partners.

Performance Objective 1: Active participation by business and community partners in school activities and events will be encouraged, providing opportunities for involvement in the educational process.

Evaluation Data Sources: Increase in participation by businesses and community partners as shown by data gathered from volunteer hour logs and special event sign-in sheets.

Summative Evaluation: No progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Family Fun Night Strategy's Expected Result/Impact: Healthy parent relationships with school personnel Staff Responsible for Monitoring: Administrators, All Faculty and Staff, PTO Board Schoolwide and Targeted Assisted Title I Elements: 3.2 Funding Sources: Materials and supplies, rental fees - PTO/PTA | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Volunteer tutoring and working in the library will continue throughout the year Strategy's Expected Result/Impact: Academic student growth and continued parent involvement opportunities Staff Responsible for Monitoring: Administrators, Peer Facilitators, Counselor, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: CHAC family activities: Walk for Sight, School Walk for Diabetes, Future Maverick Jingle Bell Run, Back to School Bash, Track and Field, Get Fit Jog, Jump Rope for Heart, Hoops for Heart, Kids Fun Run, CHAC parent night, Spring Health Fair, Quick Start Tennis, Walk for the Wetlands, Mighty Miler Team, Field Day, Presidential Challenge, Fuel Up to Play 60, WSSA Stack Up Strategy's Expected Result/Impact: Healthy lifestyle emphasis for students and their families Staff Responsible for Monitoring: CHAC, All Teachers, Students, Parents Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 Funding Sources: supplies and materials - PTO/PTA | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Participation of PE performance group in the Houston Rockets pregame/halftime show Strategy's Expected Result/Impact: Highlight student achievement outside of the classroom setting Staff Responsible for Monitoring: PE coach, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Smoothie Night in April Strategy's Expected Result/Impact: Healthy lifestyle emphasis for students and their families Staff Responsible for Monitoring: PE Teacher and Administration Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 | Formative | | |
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Goal 7: We will embed appropriate technologies throughout the district to support both instructional and administrative needs.

Performance Objective 1: The use of technology will be integrated into all curricular areas school wide. Faculty and staff will utilize the technological training provided by the PISD Instructional Technology Specialist or Campus Technology Liaison.

Evaluation Data Sources: 100% of Turner staff will utilize available technological resources to enhance instruction and communication.

Summative Evaluation: Exceeded Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: A long range plan will continue to be implemented addressing the technological needs of the campus Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation, agendas, sign in logs, minutes Staff Responsible for Monitoring: Science/Tech PLC, Administrators, Teachers, Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: New equipment purchased as needed and staff development opportunities offered regularly throughout the school year Strategy's Expected Result/Impact: Enhanced instruction and learning through our technology Staff Responsible for Monitoring: Administrators, District Personnel, Science/Tech Committee, Tech Liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Software, equipment, maintenance, renewal fees - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Utilize Skylert phone system to enhance communication between home and school Strategy's Expected Result/Impact: Increase in accurate communication between parent and school Staff Responsible for Monitoring: Administrators, School Secretary Schoolwide and Targeted Assisted Title I Elements: 2.5, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize I-Station, DreamBox (K-2), Waterford, Accelerated Reader, STaR, software Strategy's Expected Result/Impact: 100% of Turner staff will utilize available technological resources to enhance instruction and communication. Staff Responsible for Monitoring: Science Instructor, K-4 Teachers, Peer Facilitator, Support Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Ongoing communication with parents and community through the use of the Turner website and Facebook page updated regularly. Strategy's Expected Result/Impact: Increased parent involvement through better communication Staff Responsible for Monitoring: Teachers, Administrators, Webmasters Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 6: Maintenance and replacement of equipment (i.e. wands, headphones, iPods, Chromebooks, etc.) as needed Strategy's Expected Result/Impact: Students will continue to grow academically supported by technology Staff Responsible for Monitoring: Administrators, Tech Liaison, Media Specialist, District Support Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: maintenance, software, equipment - 199 - General Fund - \$1,000 | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: One Note utilized to enhance organization and communication with faculty and staff Strategy's Expected Result/Impact: Enhanced communication with faculty and staff Staff Responsible for Monitoring: Teachers, Administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Connect Personalized Learning Program implemented in three 4th grade classrooms Strategy's Expected Result/Impact: 21st century classroom experience for students, data to show student progress is fluid Staff Responsible for Monitoring: Connect teachers, district personnel, Summit Learning representative, campus administrators, campus Connect team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: The addition of 113 new Chromebooks to replace outdated equipment Strategy's Expected Result/Impact: Students will continue to grow academically supported by technology Staff Responsible for Monitoring: Technology Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | |

Pasadena Independent School District

Williams Elementary

2020-2021 Formative Review



Mission Statement

A world of endless possibilities

Vision

Every student who leaves Williams Elementary will be on target to graduate college and career ready.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals













Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.














Performance Objective 1: During the current school year, consistent implementation of district curriculum, research based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.

Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs using the coaching model. Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Administrators and Campus Coaches. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Campus Coaches - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Implement the district scope and sequences for all courses in grades Pk to 4. Strategy's Expected Result/Impact: Lesson plans, walkthrough documentation Staff Responsible for Monitoring: Administrators, Campus Coaches, Team Leaders, classroom teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Provide campus based staff development to ensure consistent implementation of curriculum and campus instructional focus. Strategy's Expected Result/Impact: Campus staff development plan, agendas and sign in sheets Staff Responsible for Monitoring: Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Teacher - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Use on-line databases, eBooks, books, and other resources for specific TEKS. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough data Staff Responsible for Monitoring: Librarian, Technology Liaison, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Meet with grade level content teams to share successful implementation of research based instructional practices. Strategy's Expected Result/Impact: Grade level content PLC schedule and minutes Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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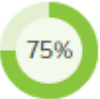



| Strategy 7 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 7: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans, Walkthrough data Staff Responsible for Monitoring: Campus Coaches, Teachers, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Materials & Supplies - 211 - Title 1 A - Economically Disadvantaged Study, Materials & Supplies - State Compensatory Funds | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Create master schedules that will provide common planning time for teams of teachers and provide time for PLCs. Strategy's Expected Result/Impact: Master Schedule Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Utilize Plan4Learning to develop and monitor the campus improvement plan Strategy's Expected Result/Impact: Developed Campus Improvement Plan Staff Responsible for Monitoring: Principal Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools Funding Sources: Software - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 2: Data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in referrals to intervention.

Evaluation Data Sources: Data workshop agendas and information, Sign in sheets, student grades, intervention referral data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Analyze campus subgroup student performance on assessments disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. [PBM]- Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use common assessment data to drive small group instruction and PIE group formation. Provide intensive intervention during PIE Time. Strategy's Expected Result/Impact: Lesson Plans in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Title I Instructional Aides - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 3: Provide staff development that focuses on the implementation of effective instructional strategies designed to meet the needs of all students and close the achievement gap between student groups.

Evaluation Data Sources: Staff development logs, campus improvement plans, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff Development plan, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide staff development (Data Talks) on differentiation/scaffolding designed to meet the learning needs of every student. Strategy's Expected Result/Impact: Data Talk Agendas, Walkthrough reports Staff Responsible for Monitoring: Administrators, Peer Facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance. Strategy's Expected Result/Impact: Eduphoria reports, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Scheduled with teams and CCs Staff Responsible for Monitoring: Campus Administrators, Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff Development plan, Sign in sheets Staff Responsible for Monitoring: Campus Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 4: Implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.

Evaluation Data Sources: Eduphoria lesson plans, Campus Staff Development, Walkthrough Data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. Strategy's Expected Result/Impact: Schedules Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of Student Accommodation Sheets Staff Responsible for Monitoring: DAIT, 504 Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: DAIT Teacher - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional level. Strategy's Expected Result/Impact: BAS, running records, Lesson Plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy | Formative | | |
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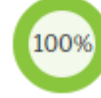
| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide library books and online resources to support all learning styles. Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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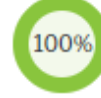




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 5: Provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, G/T in-service and projects

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Follow district G/T identification procedure. Strategy's Expected Result/Impact: GT records Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 3: Participate in Texas Performance Standards Project. Strategy's Expected Result/Impact: Participate in district wide G/T showcase Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T Certified teachers. Strategy's Expected Result/Impact: Class rosters and pull out teams Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement G/T Pullout program for identified students. Strategy's Expected Result/Impact: Pull out teams and student work Staff Responsible for Monitoring: G/T Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Promote participation in the Duke Talent Search program in fourth grade. Strategy's Expected Result/Impact: Number of participation in Duke Talent Search Staff Responsible for Monitoring: G/T Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 6: 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.

Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Campus intervention committees will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, AWARE reports Staff Responsible for Monitoring: Admin, Intervention Committee, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: 504 Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use data from common assessments for early identification of individuals who might be at-risk of not mastering TEKS and provide intervention. Strategy's Expected Result/Impact: AWARE Reports, Intervention reports, LLI, Istation reports, Skyward reports Staff Responsible for Monitoring: Admin, Campus Coaches, Intervention Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools Funding Sources: Extended Day - State Compensatory Funds | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended Day/Year LLI reports and Istaion reports Staff Responsible for Monitoring: Administrators, Campus Coaches, Teachers, After School Program Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Logs, Agendas, and Sign in Sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Teachers, LPAC Administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: All staff will assist English language learners and ensure that their academic performance will equal or surpass that of the state.

Evaluation Data Sources: Standardized and State assessment

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with LEP students. Integrate Spanish language books within the library collection. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend Bilingual Focus and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual ELL students for an appropriate and timely transition by following the district bilingual continuum. Strategy's Expected Result/Impact: Lesson Plans, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide instructional materials and implement the ELPS scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson Plans, Walkthrough documentation Staff Responsible for Monitoring: Teachers | Formative | | |
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Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools
Funding Sources: Supplies and Materials - 263 - Title III A - Bilingual Education, Language



No Progress



Accomplished



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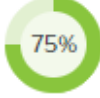


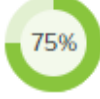

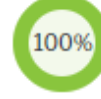
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.








Performance Objective 8: Each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Counselor, CD Team, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Create a crisis management plans, including safety drills. Strategy's Expected Result/Impact: Crisis Handbook Staff Responsible for Monitoring: Campus Crisis Team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, Sign in Sheets Staff Responsible for Monitoring: Safe & Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide Character Education programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic inappropriate behaviors. Strategy's Expected Result/Impact: Intervention reports, BIPs Staff Responsible for Monitoring: Administrators, Counselors, Intervention Team, LSSP, BRT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Eduphoria Staff Responsible for Monitoring: Admin Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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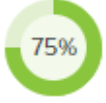






Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: Coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, Lesson Plans in Eduphoria Staff Responsible for Monitoring: PE Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health at each campus Strategy's Expected Result/Impact: Sign in Sheets, Agenda Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: The campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Gradespeed reports, Intervention reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non mastery on specific student expectations. Strategy's Expected Result/Impact: Skyward reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grade and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district wide grade and/or content appropriate retest standards. Strategy's Expected Result/Impact: Weekly lesson plans, Skyward reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, Skyward reports Staff Responsible for Monitoring: Teachers, Intervention Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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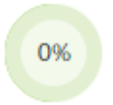

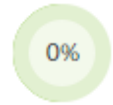




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: Increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problems. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administrators, nurse, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.











Performance Objective 12: The campus will collaboratively work with the district special education office to ensure that all needs of every student are being met, including 100% compliance with all federal and state requirements.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process and Special Education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines including parental requests for Special Education evaluations. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Work collaboratively with the District Special Education Office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD Document clearly delineates the need for altering from State required testing (i.e., PLAFF's, IEPS, deliberations) and (3) utilizing District/State required Participation Requirement Forms. Strategy's Expected Result/Impact: STAAR and STAAR ALT participation requirement forms Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Work collaboratively with the District Special Education Office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in Sheets, Restraint documentation Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will provide instructional materials and training for all teachers working with students with disabilities included in training given in the area of dyslexia and related disorders. Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Administrators, district personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Campus will monitor the number of students with disabilities being served in the least restrictive environments. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Review the previous year state assessment scores for each student with a disability. If the student did not perform satisfactorily on their state assessment test for any subject, an ARD committee will be held within 4 weeks, or as soon as possible, to discuss Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Administrators, LSSP/Diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Met Objective




| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide technology technical support. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Technology Liasion and Campus Coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Equip classrooms with technology and integrate technology into instruction, curriculum and assessment. Strategy's Expected Result/Impact: Lesson plans and walkthroughs Staff Responsible for Monitoring: Administrators, Technology Liaison, Campus Coaches, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: All teachers will integrate technology resources to stimulate and support enhanced learning opportunities in the classroom.

Evaluation Data Sources: Positive increase in teachers' responses on the STaR Chart.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Increase the integrations of technology into instruction, curriculum and assessment. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Administrators, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Ensure that all teachers have access to adequate technology in the implementation of TEKS requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Administrators, technology liaison Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
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Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: Students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor Documentation

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. | Formative | | |
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| Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Administrators, Counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college, Improve low-performing schools |  |  |  |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status Reports, Job Fair documentation, and Staff development logs.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide team building opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Sign in sheets, Agenda Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Provide mentors and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor Training, Stipends, Staff Development Sessions, Sign in sheets, Agendas Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Attendance documentation showing increased number of staff participating in leadership and mentoring Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative and support staff. Strategy's Expected Result/Impact: Lesson plans, Walkthroughs Staff Responsible for Monitoring: Administrators, peer facilitators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - Comprehensive Support Strategy | Formative | | |
| | Mar | June | Aug |
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Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.



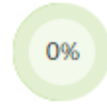




Performance Objective 1: A parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.

Evaluation Data Sources: Parental involvement reports, Sign in Sheets, Agendas, Calendars

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in Sheets, Agendas Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide parent education on various topics. Strategy's Expected Result/Impact: Parent Logs Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Parent Coordinator-Counselor - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Superintendent's Stay in School Project/District Attorney Partnership. Strategy's Expected Result/Impact: Number of Court Referrals Staff Responsible for Monitoring: Attendance administrator, Attendance Clerk Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, online resources and eBooks. Strategy's Expected Result/Impact: Agendas, Sign In Sheets Staff Responsible for Monitoring: Librarian, Peer facilitators, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide educational resources for parents on their website. Strategy's Expected Result/Impact: Use of website, Number of postings Staff Responsible for Monitoring: Technology Liaison, Librarian Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide instructional resources for parents to utilize at home with their child. Strategy's Expected Result/Impact: Agenda, Sign in Sheets, Online Resources Staff Responsible for Monitoring: Counselor, Peer Facilitators, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide information that can be utilized with students and parents in the interpretation of test results. Strategy's Expected Result/Impact: Agendas, sign in sheets, notes home Staff Responsible for Monitoring: Administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Maintain parents informed on Give Me Five program to promote and increase volunteer opportunities. Strategy's Expected Result/Impact: Parent Logs, Survey Results Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
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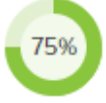





| Strategy 9 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 9: Provide volunteer opportunities to become actively involved in drug-awareness school program and career awareness school program. Strategy's Expected Result/Impact: Parent Logs, Survey Results Staff Responsible for Monitoring: Administrators, Counselor, Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
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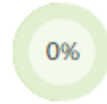
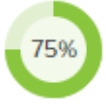






Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Expand learning opportunities for students in school/community service. Strategy's Expected Result/Impact: Flyers, donations, services projects Staff Responsible for Monitoring: Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote student/parent/business involvement through volunteerism. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 3: Participate in the See to Succeed program Strategy's Expected Result/Impact: Number of students participating eye service Staff Responsible for Monitoring: Nurse Schoolwide and Targeted Assisted Title I Elements: 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Partnership with outside community agencies Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
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



Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 3: Offer classes to provide parents with opportunities to acquire skills, information, and resources.

Evaluation Data Sources: Survey results; Parental evaluations; Sign in logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use needs assessment survey results to meet the needs of our school community. Strategy's Expected Result/Impact: Sign in logs; Survey results; Parent Evaluations Staff Responsible for Monitoring: Counselor; Administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Network with organizations and/or agencies to establish community ties collaborating to offer classes that provide needed skills such as Brighter Bites. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Counselor; Administrators; Teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students. Strategy's Expected Result/Impact: Survey results; sign in logs; Parent Evaluations Staff Responsible for Monitoring: Counselor; Administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |











Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 4: Engage students and their families in school events.

Evaluation Data Sources: Survey results; Parental evaluations; Sign in logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Use needs assessment survey results to meet the needs of our school community. Strategy's Expected Result/Impact: Survey results; Parental Evaluations; Sign in logs Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
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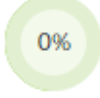


| Strategy 2 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Promote events through notices, parent newsletter, meetings, email, phone calls, school website, Parent Conferences/Consults and constant announcements to students. Strategy's Expected Result/Impact: Sign in logs; survey results; parental evaluations Staff Responsible for Monitoring: Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Maintain successful events that are meaningful to our school community such as Parent Orientation; Turkey Trot; Mom & Me at Pumpkin Patch; Grandparent's day; Reading/Math/Science Family Night; Parent Conferences; Open House; and our Musical Programs. Strategy's Expected Result/Impact: Sign in logs; survey results; parental evaluations Staff Responsible for Monitoring: Administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Parent - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |














Goal 4: We will use culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 5: Ensure that parents have effective means of communicating with the school.

Evaluation Data Sources: Parent survey results; sign in logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Monthly volunteer meetings are offered to provide parents volunteer opportunities as well an open forum to stay informed on current school related events and to share ideas. Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results Staff Responsible for Monitoring: Counselor; administrators Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
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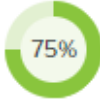








| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 2: Parent Advisory Committee's functions to review school's parent policy so that parents are continuously kept informed regarding parent's involvement in the school. Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results Staff Responsible for Monitoring: Counselor; administrators; teachers, parents Schoolwide and Targeted Assisted Title I Elements: 3.1 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Parent Policy serves as means to maintain parents informed and is based on continual communication with parents to acquire approval of revisions as well as to obtain parental input. Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results Staff Responsible for Monitoring: Counselor; administrators; teachers, parents Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Promote events through notices, parent newsletter, , email, phone calls, school website, Parent Conferences/Consults, constant announcements to students, and parent meetings such as volunteer meetings, Title I meetings, and parent advisory committee meetings. Strategy's Expected Result/Impact: Sign in logs, agendas, minutes, survey results Staff Responsible for Monitoring: Counselor; administrators; teachers, parents Schoolwide and Targeted Assisted Title I Elements: 3.2 - TEA Priorities: Improve low-performing schools | Formative | | |
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Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 1: We will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide Conscious Discipline training and implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Reduction in discipline referrals Staff Responsible for Monitoring: Administrators, counselors, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff under the direction of the District Behavior Response Team (BRT). Bullying occurs when a student or group of students exploits an imbalance of power between the student perpetrator who is engaging in bullying and the student victim through written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-related activity, or in a vehicle operated by the District and that: has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm or is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student. The complete policy can be found at FFI (Local). Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Administrator, counselor, teachers, paraprofessional Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Create campus safety crisis management plans, including safety drills. Strategy's Expected Result/Impact: Safety drill log Staff Responsible for Monitoring: Administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 5 Details | Formative Reviews | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
| Strategy 5: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Reduction of discipline referrals Staff Responsible for Monitoring: Campus administrator, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide opportunities to attend Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic inappropriate behaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Implement an age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Administrators, Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 2: Develop a system to meet, manage, and respond to daily and emergent health care needs.

Evaluation Data Sources: Eduphoria reports, nurse training logs

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Strategy 1: Provide staff development opportunities for CPR/AED training and response to campus emergencies. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide training opportunities for all employees on blood borne pathogens, child abuse overview, diabetes, anaphylaxis, and hazardous materials. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |








Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 3: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation.

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------|-----|
| Strategy 1: Provide ongoing training for crisis management. Strategy's Expected Result/Impact: Eduphoria reports, crisis drill logs, agendas, sign in sheets Staff Responsible for Monitoring: Administrator, nurse | Formative | | |
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| | | | |
|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals |  |  |  |
| | | | |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well being of all students and staff.

Performance Objective 4: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Met Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Lesson Plans Staff Responsible for Monitoring: Administrators, counselors Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Celebrate Patriot Day and Veteran's Day through reading and/or programs. Strategy's Expected Result/Impact: School calendar and participation by staff and students in various events. Staff Responsible for Monitoring: Administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools | Formative | | |
| | Mar | June | Aug |
| |  |  |  |
|  No Progress |  Accomplished |  Continue/Modify |  Discontinue |

Pasadena Independent School District
Young Elementary
2020-2021 Formative Review

Mission Statement

Mission Statement

Young Elementary is a safe place that fosters a growth mindset where all students learn core values to be successful in life.

- Empower students to be collaborative and self-directed in their learning.
- Students will contribute to our world by engaging in a rigorous curriculum and relevant experiences.
- Build positive relationships with all stakeholders in our school family.
- Embrace the uniqueness of each individual.

Vision

Young Elementary students will be actively engaged and offered opportunities that will guide them to achieve their full potential.

- Provide a 21st-century learning environment for all students, regardless of gender, ethnicity, disability, or socioeconomic status.
- Challenge all students to achieve their full potential.
- Everyone has purpose, worth, and dignity.
- Building positive, meaningful relationships students, staff, parents and the community.
- Learning is lifelong and unique to the individual.
- Feeling safe enhances the ability to learn.
- Change is natural and continuous.
- Each person is responsible and accountable for the choices he or she makes.

Federal Funds Compliance Statement

The federal funds are reasonable, necessary, allowable and allocable under federal regulations. It is in compliance with the federal supplement, not supplant provision.

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Goals

Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



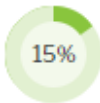

Performance Objective 1: During the current school year, consistent implementation of district curriculum, research-based strategies, and rigor and relevance principles will ensure that performance of all students will meet or exceed the state average.



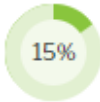




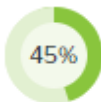
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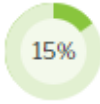





Evaluation Data Sources: Walkthrough documentation, lesson plans, campus and district staff development logs and agendas.













Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue to implement the District Curriculum and research based strategies to enhance student performance.

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Monitor curriculum implementation through campus walkthroughs (ATS-African America & SPED) Strategy's Expected Result/Impact: Walkthrough documentation, feedback to staff Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Follow the District's scope and sequence and develop lesson plans and common assessments based on bundled student expectations. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Campus Administrators, Campus instructional coaches, Team Leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Instructional reading material - 211 - Title I A - Economically Disadvantaged Study - 6329 - \$3,000 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide campus-based staff development to ensure consistent implementation of curriculum and rigor and relevance standards. Strategy's Expected Result/Impact: Campus staff development plan, agendas, and sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math Funding Sources: Title 1 Campus Instructional Coach - 211 - Title 1 A - Economically Disadvantaged Study, DIAT/Intervention Staff - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Integrate relevant literacy skills across all content areas using additional resources. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Intervention - State Compensatory Funds - \$700 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement gradual release model for lesson design and delivery. Strategy's Expected Result/Impact: Lesson plan in Eduphoria, Walkthrough data Staff Responsible for Monitoring: Campus administrators, teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use standardized rubrics for measuring responses for all writing assignments and/or assessments of all content areas. (ATS-African America & SPED) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Ensure that all science classes incorporate hands-on and outdoor laboratory activities in alignment with state science TEKS. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Campus administrators, team leaders Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Use on-line databases, eBooks, books, and other resources for specific TEKS . (ATS-African America & SPED) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Librarian, technology liaison, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Provide staff development on utilization of on-line databases and resources. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Librarian, technology liaison, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Provide staff with the training necessary to implement differentiated research based instructional strategies such as small group instruction, cooperative learning, curriculum compacting, use of leveled readers, and authentic projects. Strategy's Expected Result/Impact: sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Build and convene content area curriculum committees to share successful implementation of research based instructional practices. (ATS-African America & SPED) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Provide instructional materials and implement research based strategies on a daily basis that promote a variety of learner engagement techniques. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough data Staff Responsible for Monitoring: Teachers, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Title 1 Instructional Materials - 211 - Title 1 A - Economically Disadvantaged Study - \$21,043 | Formative | | |
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| Strategy 13 Details | Formative Reviews | | |
| Strategy 13: Develop and provide research based instructional strategies and staff development plan for technology integration. (ATS-African America & SPED) Strategy's Expected Result/Impact: Staff development plan, sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, technology liaison, librarian, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 14 Details | Formative Reviews | | |
| Strategy 14: Create master schedules that will provide common planning time for teams of teachers and promote time for PLCs. Strategy's Expected Result/Impact: Master schedules Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.





Performance Objective 2: During the current school year, data disaggregation will drive the design of instruction and interventions as measured by at least a 5% reduction in end-of-year failures.



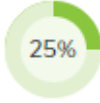









Targeted or ESF High Priority

Evaluation Data Sources: Data workshop agendas and information, sign in sheets, student grades, intervention referral data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Continue with this goal since STAAR was not taken in Spring of 2020

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Analyze campus subgroup student performance on assessments, disaggregated by ethnicity, economic status, migrant, homeless, ELL, and special education participation. (ATS-African America & SPED) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff with longitudinal data on the percentage of ELL students making progress towards English proficiency. (ATS-African America & SPED) Strategy's Expected Result/Impact: AWARE reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Assist staff in analyzing the performance of ELL, migrant, homeless, and special education students on state and national assessments. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide staff development opportunities for regular education teachers on the intervention and special education referral process. Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, Campus IAT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development on data disaggregation and how the data will drive instruction. Strategy's Expected Result/Impact: Sign in sheets, agenda Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Use data disaggregation to drive instruction. (ATS-African America & SPED) Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthroughs Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







Performance Objective 3: During the current school year, provide staff development that focuses on the implementation of effective instruction strategies designed to meet the needs of all students and close the achievement gap between student groups.



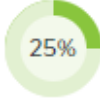


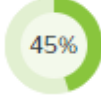






Targeted or ESF High Priority

Evaluation Data Sources: Staff development logs, campus improvement plan, district improvement plan, and analysis of needs addressed by the comprehensive needs assessment

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Next year we will start the Reading Academy and will be implementing these teaching strategies.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Create a staff development plan that supports implementation of district-wide initiatives. Strategy's Expected Result/Impact: Staff development plan, agendas Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide staff development on differentiation/scaffolding designed to meet the learning needs of every student. (ATS-African America & SPED) Strategy's Expected Result/Impact: Sign in sheets, agendas Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Teachers will attend training opportunities for problem solving and higher-level questioning/thinking skills needed to increase rigor. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Teachers will attend training opportunities for curriculum components needed to increase relevance with hands on experiences and relevant materials. Strategy's Expected Result/Impact: Eduphoria reports, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Establish and support campus PLCs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, campus instructional coaches. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Allow time for consistent vertical, horizontal, and team planning, as well as campus-based staff development. Strategy's Expected Result/Impact: Staff development plan, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.


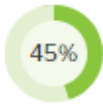



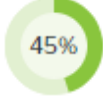
Performance Objective 4: During the current school year, implement reading initiatives designed to increase reading skills of all students as evidenced by exceeding state performance levels.











Targeted or ESF High Priority

Evaluation Data Sources: Eduphoria lesson plans, campus staff development, walkthrough data

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will be doing reading incentives to help increase reading levels and skills sets

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide information to teachers about research-based programs available to promote the enjoyment of reading and the improvement of reading skills with sufficient books in the libraries to support the programs. Strategy's Expected Result/Impact: Sign in sheets, library budgets Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide time and materials for purposeful reading during the school day. (ATS-African America & SPED) Strategy's Expected Result/Impact: Schedules, budget Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide information to teachers regarding special reading needs of dyslexia students. Strategy's Expected Result/Impact: Records of the campus distribution of student accommodation sheets Staff Responsible for Monitoring: DAIT, campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
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| Strategy 4: Identify student reading levels to monitor reading improvement and align reading materials to their instructional levels. (ATS-African America & SPED) Strategy's Expected Result/Impact: BAS assessment reports, lesson plans in Eduphoria, LLI and Soluciones data, Istation reports Staff Responsible for Monitoring: Teachers Instructional Coaches DIAT Interventionist SPED teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide staff development about reading strategies for at risk readers. (ATS-African America & SPED) Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus instructional coaches, DIAT, SPED teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Provide library books and on-line resources to support all learning styles. (ATS-African America & SPED) Strategy's Expected Result/Impact: Circulation reports Staff Responsible for Monitoring: Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.







Performance Objective 5: During the current school year, provide an array of learning opportunities geared for gifted/talented students to meet unique needs and provide extended support services.

Evaluation Data Sources: Eduphoria lesson plans, GT in-service and projects

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: We will continue to train and increase our GT population through a deeper understanding if the GT profile.

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Follow district G/T identification procedures. Strategy's Expected Result/Impact: G/T records Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote G/T Summer Exploration Camp opportunities. Strategy's Expected Result/Impact: Registration numbers Staff Responsible for Monitoring: G/T coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: G/T students will participate in the Texas Performance Standards Project. Strategy's Expected Result/Impact: Number of students participating in the district-wide G/T showcase Staff Responsible for Monitoring: G/T coordinator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: G/T - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Students will be clustered and instructed by G/T certified teachers. Strategy's Expected Result/Impact: Class rosters Staff Responsible for Monitoring: Campus administrator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Promote participation in the Duke Talent Search program in fourth grade. Strategy's Expected Result/Impact: Number of students participating in the Duke Talent Search Staff Responsible for Monitoring: G/T coordinator Counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.



Performance Objective 6: During the current school year, 100% of at-risk students will receive differentiated instruction designed to create success in the classroom and increase skills necessary to perform at or above the state average on state assessments.



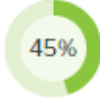


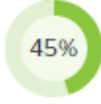


Targeted or ESF High Priority



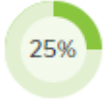







Evaluation Data Sources: T-TESS Goals, Eduphoria lesson plans, and student grades.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Teachers will continue to develop differentiated instruction using data

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide staff development opportunities which offer effective instructional strategies, materials, and activities for the at-risk learner. Strategy's Expected Result/Impact: Sign in sheets, agendas, lesson plans Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Campus intervention committee will develop plans for students failing a portion of the STAAR test and students in danger of failing a subject area. Strategy's Expected Result/Impact: Intervention reports, grade reports Staff Responsible for Monitoring: Campus Intervention Committee Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Ensure the implementation of 504 accommodations for eligible students. Strategy's Expected Result/Impact: 504 reports, 504 students' grades Staff Responsible for Monitoring: Campus 504 coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use data from TEKS-based assessments for early identification of individuals who might be at-risk of not mastering TEKS. Strategy's Expected Result/Impact: AWARE reports, intervention reports, grade reports, LLI and Soluciones data, MAP reports, and Istation reports Staff Responsible for Monitoring: Campus instructional coaches, intervention team, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: At-Risk - State Compensatory Funds, State Compensatory Funds Payroll - State Compensatory Funds | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Implement research-based programs designed to accelerate student learning. Strategy's Expected Result/Impact: Extended day/year participation Staff Responsible for Monitoring: Campus administrators, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Instructional Aide - 211 - Title 1 A - Economically Disadvantaged Study, Extended Day-instruction materials - 199 - General Fund | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
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| Strategy 6: Provide additional and individualized support to parents of at risk students. Strategy's Expected Result/Impact: Conference logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor/Parent Coordinator Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy Funding Sources: Title 1 Parent Coordinator - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Participate in transition meetings to support ELL students as they move from 4th to 5th grade. Strategy's Expected Result/Impact: Transition meeting documentation Staff Responsible for Monitoring: Campus LPAC administrator, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Provide intervention services through extended day and extended year programs incorporating TEKS requirements based on current year data. Strategy's Expected Result/Impact: AWARE, Intervention, and grade reports Staff Responsible for Monitoring: Campus administrators, Campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 7: During the current school year, all staff will assist English Language Learners and ensure that their academic performance will equal or surpass that of the state's.

Evaluation Data Sources: Standardized and state assessments

Summative Evaluation: Some progress made toward meeting Objective









| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide Spanish language materials for all teachers working with ELL students. Integrate Spanish language books within the library collections. Strategy's Expected Result/Impact: Library budget, school budget Staff Responsible for Monitoring: Campus administrators, Librarian Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 3 Bilingual- instructional materials for bilingual/ESL students - 263 - Title III A - Bilingual Education, Language - \$3,507.54 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for staff to attend ESL and ELPS training opportunities for all teachers. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Prepare bilingual/ELL students for an appropriate and timely transition by following the district continuum with resources. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, TELPAS reports, LPAC minutes Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math Funding Sources: Bilingual/ESL - 199 - General Fund | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Implement the ESL scope and sequence at all grade levels. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, walkthrough documentation Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 8: During the current school year, each campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Implement Conscious Discipline strategies with students. Strategy's Expected Result/Impact: Discipline reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Provide teachers resources to meet Social Emotional Needs of our Lower Income students to help increase Student Achievement. - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mediation, conflict resolution, bullying and Conscious Discipline training opportunities for students and staff. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Create a crisis management plan, including safety drills Strategy's Expected Result/Impact: Crisis handbook, safety drill logs Staff Responsible for Monitoring: Campus crisis team Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide training and implement effective strategies through Safe and Civil Schools to reduce inappropriate behavior. Strategy's Expected Result/Impact: Discipline reports, agendas, sign in sheets Staff Responsible for Monitoring: Safe and Civil Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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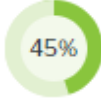




| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Provide Gang Awareness training and Character Education programs. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Counselor, PISD police Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Utilize behavior specialists to provide intervention strategies and develop an Intervention Plan for students with chronic misbehaviors. Strategy's Expected Result/Impact: Intervention reports, Behavior Improvement Plans Staff Responsible for Monitoring: Campus administrators, counselor, Intervention team, LSSP, district behavior response team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide staff development concerning abuse and reporting obligations. Strategy's Expected Result/Impact: Agenda, sign in sheets Staff Responsible for Monitoring: Counselor, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 9: During the current school year, coordinated school health plans will be implemented to include activities to increase student and parental awareness of healthy living practices.

Evaluation Data Sources: Campus staff development logs, meeting agendas, campus plans, Eduphoria lesson plans

Summative Evaluation: Some progress made toward meeting Objective










| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Participate in district-wide coordinated school health initiatives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Coordinated School Health Team Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish a Campus Health Safety Advisory Committee to develop and support coordinated school health goals and objectives. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Evaluate the level of implementation and effectiveness of coordinated school health initiatives on a yearly basis. Strategy's Expected Result/Impact: Active Life reports Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Administer Fitnessgram and use reports to drive instruction. Strategy's Expected Result/Impact: Fitnessgram scores, lesson plans in Eduphoria Staff Responsible for Monitoring: PE teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide parent education opportunities for coordinated school health. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus Health Safety Advisory Committee Schoolwide and Targeted Assisted Title I Elements: 3.2 | Formative | | |
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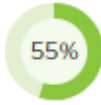




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 10: During the current school year, the campus will use district grading policies and procedures that link student assessment to mastery of student expectations.

Evaluation Data Sources: Grades reports, intervention reports

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Use district-wide grading standards that are linked to student expectations and are based on best practices. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Record grades that accurately communicate mastery or non-mastery on specific student expectations. Strategy's Expected Result/Impact: Grade reports, report cards Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Use grades and/or content specific grading rubrics. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Use district guidelines regarding the appropriate use of homework. Strategy's Expected Result/Impact: Lesson plans in Eduphoria Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
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| Strategy 5: Use district-wide grade and/or content appropriate standards. Strategy's Expected Result/Impact: Lesson plans in Eduphoria, grade reports Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Using an RTI model, students who are failing will be identified for and receive appropriate interventions in a timely manner. Strategy's Expected Result/Impact: Intervention reports, grade reports Staff Responsible for Monitoring: Teachers, intervention team, DAIT Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 11: During the current school year, increase the campus attendance rate to 97% or above for all students.

Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Utilize campus intervention programs to provide specific strategies for students with potential attendance problem. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, nurse, counselor, teacher Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Attendance incentives will be utilized to recognize and promote outstanding attendance. Strategy's Expected Result/Impact: Attendance reports Staff Responsible for Monitoring: Campus administrators, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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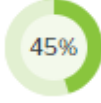
Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.




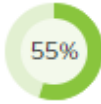




Performance Objective 12: During the current school year, campus will collaboratively work with the district special education office to ensure that all the needs of each student are being met, including 100% compliance with all federal and state requirements.



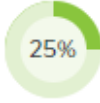
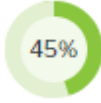




Targeted or ESF High Priority









Evaluation Data Sources: Texas Academic Performance Report (TAPR), attendance data

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Monitor Admission, Review, and Dismissal (ARD) paperwork to ensure IDEA transition components are addressed during the ARD process. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Monitor special education evaluations to ensure initial referrals to special education are conducted within appropriate time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Provide staff development opportunities for teachers working with special education students experiencing reading difficulties. (ATS-African America & SPED) Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician SPED teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Campus will work collaboratively with the district special education office to ensure initial evaluations to determine special education eligibility are completed within the required time-lines. Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Campus will follow district procedures regarding parental request for special education evaluation. Strategy's Expected Result/Impact: Intervention documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 6 Details | Formative Reviews | | |
| Strategy 6: Campus will work collaboratively with the district special education office to document appropriate State Assessment Decision-Making Process for students with disabilities by (1) use of data from progress monitoring, CBAs, etc. to make determinations regarding state assessment and ensure progress, (2) ensure ARD documents clearly delineates the need for STAAR/STAAR Alt (i.e. PLAFF's, IEPS, deliberations) and (3) utilizing district/state required STAAR Alternative Participation Requirements forms Strategy's Expected Result/Impact: STAAR ALT Participation Requirement forms Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 7 Details | Formative Reviews | | |
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| Strategy 7: Campus will work collaboratively with the district special education office to ensure compliance with Senate Bill 1196 dealing with Restraint Training and Texas Behavior Support Initiative requirements. Strategy's Expected Result/Impact: Sign in sheets, restraint documentation Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 8 Details | Formative Reviews | | |
| Strategy 8: Campus will follow district policy to ensure students with disabilities have access to facilities. Strategy's Expected Result/Impact: Facilities plan Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 9 Details | Formative Reviews | | |
| Strategy 9: Campus will provide instructional materials and training for all teachers working with students with disabilities. (ATS-African America & SPED) Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports, walkthrough data Staff Responsible for Monitoring: Campus administrators, district personnel, SPED teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 Funding Sources: Special Ed. - 199 - General Fund | Formative | | |
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| Strategy 10 Details | Formative Reviews | | |
| Strategy 10: Special Education teachers are included in training given in the area of dyslexia and related disorders Strategy's Expected Result/Impact: Agendas, sign in sheets, Eduphoria reports Staff Responsible for Monitoring: District special programs/504 personnel Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 11 Details | Formative Reviews | | |
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| Strategy 11: Campus will monitor the number of students with disabilities being served in the least restrictive environments. (ATS-African America & SPED) Strategy's Expected Result/Impact: eSped reports Staff Responsible for Monitoring: Campus administrators, LSSP/diagnostician/Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools | Formative | | |
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| Strategy 12 Details | Formative Reviews | | |
| Strategy 12: Review the previous year state assessment scores for each student with a disability. If a student does not perform satisfactorily on the state assessment test for any subject, an ARD committee meeting will be held within 4 weeks, or as soon as possible, to discuss an Accelerated Instruction/Intensive Program of Instruction. Strategy's Expected Result/Impact: ARD minutes Staff Responsible for Monitoring: Campus administrator, LSSP/diagnostician Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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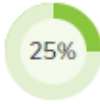


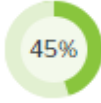




Goal 1: We will ensure rigorous curriculum and meaningful experiences through innovative learning environments that meet the individual needs of each student.

Performance Objective 13: During the current school year, student and teacher access to technology will increase according to the District Technology Plan.

Evaluation Data Sources: District Technology Plan implementation schedule and completion documentation.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
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| Strategy 1: Provide the technical support needed to administer the required computer assessments. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Technology liaison, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Classrooms will be equipped with at least minimum requirements for the "21st Century Classroom". Strategy's Expected Result/Impact: District Technology Plan, Budget, Inventory Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Increase the integration of technology into instruction, curriculum and assessment (PK-4) as outlined in the District Technology Plan. Strategy's Expected Result/Impact: Teacher T-TESS, lesson plans Staff Responsible for Monitoring: Campus administrators, technology liaison, campus instructional coaches, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Formative | | |
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| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Ensure that all teachers have access to adequate technology in the implementation of TEKS/STAAR requirements. Strategy's Expected Result/Impact: Inventory report Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 1: During the current school year, students will receive information and guidance necessary to facilitate successful entry in post-secondary education.

Evaluation Data Sources: Counselor documentation

Summative Evaluation: Some progress made toward meeting Objective



| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 1: Encourage more students to attend college by promoting College Week. Strategy's Expected Result/Impact: Flyer distribution, pictures Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Establish higher education promotion campaigns. Strategy's Expected Result/Impact: Flyer distribution, campus calendars, mail-outs, announcements Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 2: We will promote career and college exploration and preparation through the use of systems and structures to meet the needs of all.

Performance Objective 2: During the current school year, all students will be immersed in a literature and technology rich environment that will provide them with information related to 21st century career opportunities.

Evaluation Data Sources: Student understanding of Career Clusters, Career Day Information, and College Week Involvement.

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide students with real world experiences that explore a wide range of careers. Strategy's Expected Result/Impact: Lesson plans Staff Responsible for Monitoring: Teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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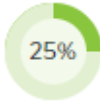

| Strategy 2 Details | Formative Reviews | | |
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| Strategy 2: Provide opportunities for students to explore various career opportunities through an annual Career Day. Strategy's Expected Result/Impact: Career Day schedule, lesson plans Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college | Formative | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




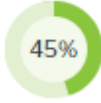




Goal 3: We will actively recruit, develop, and retain a highly qualified staff.

Performance Objective 1: During the current school year, 100% of all professional and paraprofessional personnel hired will be Highly Qualified and support systems featuring training opportunities will be implemented to facilitate recruiting and retention of effective employees.

Evaluation Data Sources: Status reports, job fair documentation, staff development logs

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide support and staff development opportunities to increase skills in building relationships. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide mentorship and staff development opportunities to new personnel. Strategy's Expected Result/Impact: Mentor training, stipends, staff development sessions, agendas, sign in sheets Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| Strategy 3 Details | Formative Reviews | | |
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| Strategy 3: Expand leadership and mentoring opportunities for all staff. Strategy's Expected Result/Impact: Eduphoria reports for leadership/mentoring staff development Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
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| |  | |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop a staff development plan that provides differentiated levels of instruction for all instructional, administrative, and support staff. Strategy's Expected Result/Impact: Campus staff development plan, lesson plans, walkthroughs Staff Responsible for Monitoring: Campus administrators, campus instructional coaches Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals Funding Sources: Plan4Learning - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |



Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.



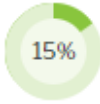





Performance Objective 1: During the current school year, a parental involvement program will be established and implemented to increase collaborative partnerships and encourage all parents to be active partners in their children's education.









Evaluation Data Sources: Parental involvement reports, sign in sheets, agendas, school calendars

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: After COVID protocols are released- Plan parent engagement activities and interactive events.

| Strategy 1 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Include parent education component in orientation programs. Strategy's Expected Result/Impact: Sign in sheets, agendas, Charla collaboration notes. Staff Responsible for Monitoring: Counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Connect high school to career and college | Formative | | |
| | Mar | June | Aug |
| |  | |  |

| Strategy 2 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 2: Provide parent education programs on various topics. Strategy's Expected Result/Impact: Parent logs, agendas, sign in sheets Staff Responsible for Monitoring: Counselor, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Offer workshops for parents of students with dyslexia and related disorders as well as instructional intervention. Strategy's Expected Result/Impact: Agendas, sign in sheets Staff Responsible for Monitoring: DAIT SPED specialist LSSP Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Provide parent workshops regarding reading with children, on-line resources, and eBooks. Strategy's Expected Result/Impact: Agendas, sign in logs Staff Responsible for Monitoring: Librarian, campus instructional coaches, technology liaison, campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 5 Details | Formative Reviews | | |
| Strategy 5: Provide instructional resources for parents on the campus website. Strategy's Expected Result/Impact: Use of website, instructional resource usage logs Staff Responsible for Monitoring: Technology liaison, librarian Campus Coach Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |



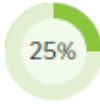







| Strategy 6 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 6: Provide opportunities for parents to attend grade level and content specific meetings to share expectations, strategies, Title 1 information, and TAPR data, test results, etc. Strategy's Expected Result/Impact: Agendas, sign in sheets, on-line resources usage logs Staff Responsible for Monitoring: Campus administrator, Counselor, instructional coaches, technology liaison, librarian, teachers Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math Funding Sources: Title 1 Parent Component-materials and resources for various parent trainings - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 7 Details | Formative Reviews | | |
| Strategy 7: Provide parents opportunities to connect with their children by strengthening home and school connections through school-wide or grade-level events, and School- home connection resources. (ATS- African American and SPED) Staff Responsible for Monitoring: Counselor Administrator Teachers Instructional Coaches. Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Funding Sources: Parental engagement in student academic and social/emotional growth through school partnership. - 211 - Title 1 A - Economically Disadvantaged Study | Formative | | |
| | Mar | June | Aug |
| |  | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Goal 4: We will use a culturally responsive approach to relentlessly pursue meaningful engagement with parental, business, and community stakeholders.

Performance Objective 2: During the current school year, community and parent involvement will increase by a 5% expansion in partnerships and enhanced communication.

Evaluation Data Sources: Volunteer reports, donation reports

Summative Evaluation: Some progress made toward meeting Objective



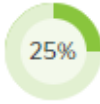


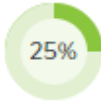


| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 1: Promote student/parent/business involvement through volunteerism and community service. Strategy's Expected Result/Impact: Volunteer logs, new partnerships with businesses Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Promote service organizations for students in school (Student Council, School Helpers, etc.) Strategy's Expected Result/Impact: Meeting agendas, sign in sheets, student organizations' rosters, flyers, donations, service projects Staff Responsible for Monitoring: Campus administrators, counselor, teachers Schoolwide and Targeted Assisted Title I Elements: 2.5 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Implement Campus Spotlight and/or awards for exceptional service (i.e. Teacher of the Year, Paraprofessional of the Year, Volunteers, etc.) Strategy's Expected Result/Impact: Awards and ceremonies Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 1: During the current school year, campus will sustain a focus on maintaining a safe and disciplined environment conducive to student learning and employee effectiveness as measured by 100% of all staff receiving training in the District's behavioral/safety initiatives.

Evaluation Data Sources: Campus plans and meeting agendas

Summative Evaluation: Significant progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide or coordinate training in mental health, trauma informed care, and kinesthetic learning. Strategy's Expected Result/Impact: Reduction in discipline referrals, staff development Eduphoria reports Staff Responsible for Monitoring: Campus administrators, counselor, teachers, paraprofessionals Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities to attend behavior management trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 3 Details | Formative Reviews | | |
| Strategy 3: Provide staff development to teachers, administrators and support staff on the district's dating violence policy, discrimination, and harassment. See full policy at FFH (Local.) Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct: affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment; has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or otherwise adversely affects the student's educational opportunities. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Utilize behavior specialists to provide intervention strategies and develop intervention plans for students with chronic misbehaviors. Strategy's Expected Result/Impact: Individual behavior plans, reduction in office referrals Staff Responsible for Monitoring: Campus administrator, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  | |  |





| Strategy 5 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 5: Implement and age appropriate and vertically aligned guidance curriculum. Strategy's Expected Result/Impact: Counseling log Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.4, 2.5, 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |




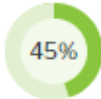




Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 2: Campus will sustain a focus on safety for all students and employees as measured by increased awareness and protocol implementation

Evaluation Data Sources: Decrease the number of annual accident reports

Summative Evaluation: Some progress made toward meeting Objective

| Strategy 1 Details | Formative Reviews | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Provide training to campus Medical Emergency Response Team (MERT) by incorporating Stop the Bleed Strategy's Expected Result/Impact: Provide response to medical crisis on campus involving cardiac, seizure, and first aid. Staff Responsible for Monitoring: Campus administrator, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 2 Details | Formative Reviews | | |
| Strategy 2: Provide opportunities for employees to be trained in personal safety. Strategy's Expected Result/Impact: Eduphoria reports, nurse training logs Staff Responsible for Monitoring: Campus administrators, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  | |  |

| Strategy 3 Details | Formative Reviews | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|------|-------------------------------------------------------------------------------------|
| Strategy 3: Provide opportunities for staff to attend district ALICE trainings. Strategy's Expected Result/Impact: Eduphoria reports Staff Responsible for Monitoring: Campus administrators Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  | |  |
| Strategy 4 Details | Formative Reviews | | |
| Strategy 4: Develop and implement campus Emergency Operation Plans and safety drills, including unification plan. Strategy's Expected Result/Impact: Effective drill implementation and development of Emergency Operation Plans Staff Responsible for Monitoring: Campus administrators, counselors, nurse Schoolwide and Targeted Assisted Title I Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals | Formative | | |
| | Mar | June | Aug |
| |  | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |







Goal 5: We will promote a safe school environment, teach citizenship, and support the social, emotional and physical well-being of all students and staff.

Performance Objective 3: Implement programs to increase opportunities to foster patriotism, civic duty, and global citizenship.

Evaluation Data Sources: Positive increase in participation in patriotism and volunteerism.

Summative Evaluation: Some progress made toward meeting Objective

Next Year's Recommendation: Create lessons and activities that foster Global Citizenship within our culture to a higher level.

| Strategy 1 Details | Formative Reviews | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|------|---------------------------------------------------------------------------------------|
| Strategy 1: Ensure utilization of resources to teach significance and protocols of state and national symbols, examine differences in cultures and experience civic duty responsibilities. Strategy's Expected Result/Impact: Participation in various programs Staff Responsible for Monitoring: Campus administrators, counselor Schoolwide and Targeted Assisted Title I Elements: 2.6 | Formative | | |
| | Mar | June | Aug |
| |  | |  |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | |

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

| County | District | Total Graduates | GPA for 1st Year in Public Higher Education in Texas | | | | | Unk |
|--------|-------------------------------------|--------------------|---------------------------------------------------------|--------------|--------------|--------------|------|-----|
| | | | <2.0 | 2.0- 2.49 | 2.5- 2.99 | 3.0- 3.49 | >3.5 | |
| | PASADENA ISD | | | | | | | |
| | 101917004 DOBIE H S | | | | | | | |
| | Four-Year Public University | 136 | 17 | 10 | 21 | 28 | 59 | 1 |
| | Two-Year Public Colleges | 360 | 106 | 43 | 50 | 68 | 78 | 15 |
| | Independent Colleges & Universities | 12 | | | | | | |
| | Not Trackable | 32 | | | | | | |
| | Not Found | 320 | | | | | | |
| | Total High School Graduates | 860 | | | | | | |
| | 101917001 PASADENA HIGH SCHOOL | | | | | | | |
| | Four-Year Public University | 72 | 10 | 8 | 15 | 21 | 18 | 0 |
| | Two-Year Public Colleges | 165 | 55 | 27 | 18 | 33 | 23 | 9 |
| | Independent Colleges & Universities | 6 | | | | | | |
| | Not Trackable | 41 | | | | | | |
| | Not Found | 242 | | | | | | |
| | Total High School Graduates | 526 | | | | | | |
| | 101917013 PASADENA MEMORIAL H S | | | | | | | |
| | Four-Year Public University | 92 | 13 | 16 | 11 | 23 | 28 | 1 |
| | Two-Year Public Colleges | 295 | 104 | 38 | 53 | 45 | 45 | 10 |
| | Independent Colleges & Universities | 12 | | | | | | |
| | Not Trackable | 36 | | | | | | |
| | Not Found | 232 | | | | | | |
| | Total High School Graduates | 667 | | | | | | |

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

| County | District | Total Graduates | GPA for 1st Year in Public Higher Education in Texas | | | | | Unk |
|--------|---------------------------------------------|--------------------|---------------------------------------------------------|--------------|--------------|--------------|------|-----|
| | | | <2.0 | 2.0- 2.49 | 2.5- 2.99 | 3.0- 3.49 | >3.5 | |
| | 101917002 SAM RAYBURN H S | | | | | | | |
| | Four-Year Public University | 41 | 6 | 9 | 4 | 8 | 14 | 0 |
| | Two-Year Public Colleges | 224 | 73 | 33 | 33 | 37 | 37 | 11 |
| | Independent Colleges & Universities | 6 | | | | | | |
| | Not Trackable | 29 | | | | | | |
| | Not Found | 304 | | | | | | |
| | Total High School Graduates | 604 | | | | | | |
| | 101917003 SOUTH HOUSTON HIGH SCHOOL | | | | | | | |
| | Four-Year Public University | 44 | 10 | 4 | 4 | 17 | 8 | 1 |
| | Two-Year Public Colleges | 170 | 59 | 30 | 29 | 28 | 19 | 5 |
| | Independent Colleges & Universities | 4 | | | | | | |
| | Not Trackable | 38 | | | | | | |
| | Not Found | 277 | | | | | | |
| | Total High School Graduates | 533 | | | | | | |
| | RAUL YZAGUIRRE SCHOOL FOR SUCCESS | | | | | | | |
| | 101806001 RAUL YZAGUIRRE SCHOOL FOR SUCCESS | | | | | | | |
| | Four-Year Public University | 9 | 1 | 2 | 3 | 2 | 1 | 0 |
| | Two-Year Public Colleges | 24 | 9 | 7 | 1 | 3 | 2 | 2 |
| | Independent Colleges & Universities | 0 | | | | | | |
| | Not Trackable | 4 | | | | | | |
| | Not Found | 19 | | | | | | |
| | Total High School Graduates | 56 | | | | | | |

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

| | District | | | | | |
|------------------------------------------------------------------------------------------------------------|----------------------|----------------|-----------------|----------------------|----------------|-----------------|
| | General Fund | % | Per Student | All Funds | % | Per Student |
| Revenues | | | | | | |
| Operating Revenue | | | | | | |
| Local Property Tax from M&O (excluding recapture) | \$173,835,014 | 33.77% | \$3,583 | \$224,119,468 | 31.93% | \$4,620 |
| State Operating Funds | \$300,589,985 | 58.39% | \$6,196 | \$309,671,582 | 44.12% | \$6,383 |
| Federal Funds | \$36,724,709 | 7.13% | \$757 | \$110,997,730 | 15.81% | \$2,288 |
| Other Local | \$3,626,740 | 0.70% | \$75 | \$57,079,876 | 8.13% | \$1,177 |
| Total Operating Revenue | \$514,776,448 | 100.00% | \$10,611 | \$701,868,657 | 100.00% | \$14,468 |
| Other Revenue | | | | | | |
| Local Property Tax from I&S | \$0 | 0.00% | \$0 | \$50,284,453 | 78.87% | \$1,037 |
| State Assistance for Debt Service | \$0 | 0.00% | \$0 | \$4,878,291 | 21.13% | \$101 |
| Other Receipts (excluding debt service financing) | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Other Revenue | \$0 | 0.00% | \$0 | \$55,162,744 | 100.00% | \$1,137 |
| Subtotal: Operating and Other Revenue | \$514,776,448 | 100.00% | \$10,611 | \$757,031,401 | 100.00% | \$15,605 |
| Recapture Revenue | | | | | | |
| Local Property Tax Recaptured | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Recaptured Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Subtotal: Operating, Other and Recaptured Revenue | \$514,776,448 | 100.00% | \$10,611 | \$757,031,401 | 100.00% | \$15,605 |
| Debt Service Financing and TRS Estimate Revenue | | | | | | |
| Debt Service Financing Related Revenue | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Estimated State TRS Contributions | \$28,277,144 | 100.00% | \$583 | \$28,277,144 | 100.00% | \$583 |
| Subtotal: Debt Service Financing and TRS Estimate Revenue | \$28,277,144 | 100.00% | \$583 | \$28,277,144 | 100.00% | \$583 |
| Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture | \$543,053,592 | 100.00% | \$11,194 | \$785,308,545 | 100.00% | \$16,188 |
| Expenditures | | | | | | |
| Operating Expenditures by Object (61xx-64xx only) | | | | | | |
| Payroll Expenditures (Object 61xx) | \$463,594,259 | 87.85% | \$9,556 | \$520,523,213 | 78.33% | \$10,730 |
| Professional & Contracted Services (Object 62xx) | \$30,332,448 | 5.75% | \$625 | \$34,005,446 | 5.12% | \$701 |
| Supplies & Materials (Object 63xx) | \$21,530,236 | 4.08% | \$444 | \$44,164,224 | 6.65% | \$910 |
| | District | | | | | |
| | General Fund | % | Per Student | All Funds | % | Per Student |
| Other Operating Expenditures (Object 64xx) | \$12,238,976 | 2.32% | \$252 | \$65,871,457 | 9.91% | \$1,358 |
| Total Operating Expenditures by Object | \$527,695,919 | 100.00% | \$10,877 | \$664,564,340 | 100.00% | \$13,699 |
| Non-Operating Expenditures by Object | | | | | | |
| Debt Services(Object 65xx) | \$0 | 0.00% | \$0 | \$51,663,069 | 64.28% | \$1,065 |
| Capital Outlay(Object 66xx) | \$8,627,371 | 100.00% | \$178 | \$28,704,391 | 35.72% | \$592 |
| Total Non-Operating Expenditures by Object | \$8,627,371 | 100.00% | \$178 | \$80,367,460 | 100.00% | \$1,657 |
| Grand Total: Operating and Non-Operating Expenditures by Object | \$536,323,290 | 100.00% | \$11,055 | \$744,931,800 | 100.00% | \$15,355 |
| Operating Expenditures by Function (61xx-64xx only) | | | | | | |
| Instruction(Function 11,95) | \$321,443,137 | 60.91% | \$6,626 | \$361,304,448 | 54.37% | \$7,448 |
| Instructional Resources & Media Services (Function 12) | \$7,233,294 | 1.37% | \$149 | \$7,333,672 | 1.10% | \$151 |
| Curriculum & Staff Development (Function 13) | \$7,254,005 | 1.37% | \$150 | \$8,889,474 | 1.34% | \$183 |
| Instructional Leadership (Function 21) | \$8,067,149 | 1.53% | \$166 | \$10,658,839 | 1.60% | \$220 |
| School Leadership (Function 23) | \$40,612,594 | 7.70% | \$837 | \$42,378,531 | 6.38% | \$874 |
| Guidance Counseling Services (Function 31) | \$22,867,407 | 4.33% | \$471 | \$29,723,843 | 4.47% | \$613 |
| Social Work Services (Function 32) | \$167,299 | 0.03% | \$3 | \$365,477 | 0.05% | \$8 |
| Health Services (Function 33) | \$5,383,291 | 1.02% | \$111 | \$5,593,315 | 0.84% | \$115 |
| Transportation (Function 34) | \$16,784,465 | 3.18% | \$346 | \$17,196,390 | 2.59% | \$354 |
| Food Services (Function 35) | \$0 | 0.00% | \$0 | \$26,500,927 | 3.99% | \$546 |
| Extracurricular (Function 36) | \$7,487,421 | 1.42% | \$154 | \$8,841,653 | 1.33% | \$182 |
| General Administration (Function 41,92) | \$13,598,809 | 2.58% | \$280 | \$67,732,274 | 10.19% | \$1,396 |
| Facilities Maintenance & Operations (Function 51) | \$59,198,850 | 11.22% | \$1,220 | \$59,601,557 | 8.97% | \$1,229 |
| Security & Monitoring Services (Function 52) | \$5,350,462 | 1.01% | \$110 | \$5,591,676 | 0.84% | \$115 |
| Data Processing Services (Function 53) | \$9,224,688 | 1.75% | \$190 | \$9,473,347 | 1.43% | \$195 |
| Community Services (Function 61) | \$202,895 | 0.04% | \$4 | \$475,530 | 0.07% | \$10 |
| Capital Projects (Function 81) | \$2,261 | 0.00% | \$0 | \$85,493 | 0.01% | \$2 |
| Payments to Fiscal Agent/Member (Function 93) | \$1,219,990 | 0.23% | \$25 | \$1,219,990 | 0.18% | \$25 |
| Other Intergovernmental Charges (Function 99) | \$1,597,903 | 0.30% | \$33 | \$1,597,903 | 0.24% | \$33 |
| Total Operating Expenditures by Function | \$527,695,919 | 100.00% | \$10,877 | \$664,564,338 | 100.00% | \$13,699 |
| Non-Operating Expenditures by Function | | | | | | |
| Non-Operating Expenditures by Function (1x-9x) (65xx) | \$0 | 0.00% | \$0 | \$51,663,069 | 64.42% | \$1,065 |
| Non-Operating Expenditures by Function (1x-9x) (66xx) | \$8,627,371 | 100.00% | \$178 | \$28,531,114 | 35.58% | \$588 |
| | District | | | | | |
| | General Fund | % | Per Student | All Funds | % | Per Student |

| | | | | | | |
|-------------------------------------------------------------------------------------------|---------------------|----------|--------------------|------------------|----------|--------------------|
| Total Non-Operating Expenditures by Function | \$8,627,371 | 100.00% | \$178 | \$80,194,183 | 100.00% | \$1,653 |
| Grand Total: Operating and Non-Operating Expenditures by Function | \$536,323,291 | 100.00% | \$11,055 | \$633,366,525 | 100.00% | \$11,997 |
| | | | | | | |
| Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only) | | | | | | |
| Basic Educational Services (PIC 11) | \$173,245,111 | 32.83% | \$3,571 | \$176,031,762 | 26.49% | \$3,629 |
| Gifted and Talented (PIC 21) | \$4,716,327 | 0.89% | \$97 | \$4,755,414 | 0.72% | \$98 |
| Career and Technical (PIC 22) | \$12,778,612 | 2.42% | \$263 | \$13,569,817 | 2.04% | \$280 |
| Students with Disabilities (PICs 23,33) | \$69,591,767 | 13.19% | \$1,434 | \$82,002,611 | 12.34% | \$1,690 |
| State Compensatory Education (PICs 24,26,28,29,30,34) | \$41,246,715 | 7.82% | \$850 | \$75,016,299 | 11.29% | \$1,546 |
| Bilingual (PICs 25,35) | \$7,815,765 | 1.48% | \$161 | \$9,352,965 | 1.41% | \$193 |
| High School Allotment (PIC 31) | \$4,245,870 | 0.80% | \$88 | \$4,245,870 | 0.64% | \$88 |
| PreKindergarten (PIC 32) | \$10,148,464 | 1.92% | \$209 | \$10,279,384 | 1.55% | \$212 |
| Early Education Allotment (PIC 36) | \$12,596,948 | 2.39% | \$260 | \$12,596,948 | 1.90% | \$260 |
| Dyslexia (PIC 37) | \$3,383,719 | 0.64% | \$70 | \$3,383,719 | 0.51% | \$70 |
| College, Career and Military Readiness (PIC 38) | \$5,468,739 | 1.04% | \$113 | \$5,468,739 | 0.82% | \$113 |
| Athletics/Related Activities (PIC 91) | \$5,363,062 | 1.02% | \$111 | \$5,544,896 | 0.83% | \$114 |
| Un-Allocated (PIC 99) | \$177,094,821 | 33.56% | \$3,650 | \$262,315,912 | 39.47% | \$5,407 |
| Total Operating Expenditures by Program Intent Code (PIC) | \$527,695,919 | 100.00% | \$10,877 | \$664,564,336 | 100.00% | \$13,699 |
| Non-Operating Expenditures by PIC | | | | | | |
| Non-Operating Expenditures by PIC (1x-9x) (65xx) | \$0 | 0.00% | \$0 | \$51,663,069 | 64.42% | \$1,065 |
| Non-Operating Expenditures by PIC (1x-9x) (66xx) | \$8,627,371 | 100.00% | \$178 | \$28,531,114 | 35.58% | \$588 |
| Total Non-Operating Expenditures by Program Intent Code (PIC) | \$8,627,371 | 100.00% | \$178 | \$80,194,183 | 100.00% | \$1,653 |
| Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC) | \$536,323,290 | 100.00% | \$11,055 | \$744,758,519 | 100.00% | \$15,352 |
| | | | | | | |
| Disbursements | | | | | | |
| Total Disbursements | | | | | | |
| Operating Expenditures | \$526,098,016 | 98.09% | \$10,844 | \$662,966,435 | 89.02% | \$13,666 |
| Recapture | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Total Other Uses | \$0 | 0.00% | \$0 | \$0 | 0.00% | \$0 |
| Intergovernmental Charge | \$1,597,903 | 0.30% | \$33 | \$1,597,903 | 0.21% | \$33 |
| Debt Service (Object 6500) | \$0 | 0.00% | \$0 | \$51,663,069 | 6.94% | \$1,065 |
| | District | | | | | |
| | General Fund | % | Per Student | All Funds | % | Per Student |
| Capital Projects (Object 6600) | \$8,627,371 | 1.61% | \$178 | \$28,531,114 | 3.83% | \$588 |
| Total Disbursements | \$536,323,291 | 100.00% | \$10,244 | \$744,758,521 | 100.00% | \$15,352 |

Report of 2018-2019 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2020

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2018-2019 high school graduates who attended public four-year and two-year higher education in FY 2020. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2019, spring 2020, and summer 2020 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2020 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhighereddata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

| County | District | Total Graduates | GPA for 1st Year in Public Higher Education in Texas | | | | | Unk |
|--------|-------------------------------------|--------------------|---------------------------------------------------------|--------------|--------------|--------------|------|-----|
| | | | <2.0 | 2.0- 2.49 | 2.5- 2.99 | 3.0- 3.49 | >3.5 | |
| | PASADENA ISD | | | | | | | |
| | 101917004 DOBIE H S | | | | | | | |
| | Four-Year Public University | 136 | 17 | 10 | 21 | 28 | 59 | 1 |
| | Two-Year Public Colleges | 360 | 106 | 43 | 50 | 68 | 78 | 15 |
| | Independent Colleges & Universities | 12 | | | | | | |
| | Not Trackable | 32 | | | | | | |
| | Not Found | 320 | | | | | | |
| | Total High School Graduates | 860 | | | | | | |
| | 101917001 PASADENA HIGH SCHOOL | | | | | | | |
| | Four-Year Public University | 72 | 10 | 8 | 15 | 21 | 18 | 0 |
| | Two-Year Public Colleges | 165 | 55 | 27 | 18 | 33 | 23 | 9 |
| | Independent Colleges & Universities | 6 | | | | | | |
| | Not Trackable | 41 | | | | | | |
| | Not Found | 242 | | | | | | |
| | Total High School Graduates | 526 | | | | | | |
| | 101917013 PASADENA MEMORIAL H S | | | | | | | |
| | Four-Year Public University | 92 | 13 | 16 | 11 | 23 | 28 | 1 |
| | Two-Year Public Colleges | 295 | 104 | 38 | 53 | 45 | 45 | 10 |
| | Independent Colleges & Universities | 12 | | | | | | |
| | Not Trackable | 36 | | | | | | |
| | Not Found | 232 | | | | | | |
| | Total High School Graduates | 667 | | | | | | |

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.

Texas High School Graduates from FY2019
Enrolled in Texas Public or Independent Higher Education in FY 2020

| County | District | Total Graduates | GPA for 1st Year in Public Higher Education in Texas | | | | | Unk |
|--------|---------------------------------------------|--------------------|---------------------------------------------------------|--------------|--------------|--------------|------|-----|
| | | | <2.0 | 2.0- 2.49 | 2.5- 2.99 | 3.0- 3.49 | >3.5 | |
| | 101917002 SAM RAYBURN H S | | | | | | | |
| | Four-Year Public University | 41 | 6 | 9 | 4 | 8 | 14 | 0 |
| | Two-Year Public Colleges | 224 | 73 | 33 | 33 | 37 | 37 | 11 |
| | Independent Colleges & Universities | 6 | | | | | | |
| | Not Trackable | 29 | | | | | | |
| | Not Found | 304 | | | | | | |
| | Total High School Graduates | 604 | | | | | | |
| | 101917003 SOUTH HOUSTON HIGH SCHOOL | | | | | | | |
| | Four-Year Public University | 44 | 10 | 4 | 4 | 17 | 8 | 1 |
| | Two-Year Public Colleges | 170 | 59 | 30 | 29 | 28 | 19 | 5 |
| | Independent Colleges & Universities | 4 | | | | | | |
| | Not Trackable | 38 | | | | | | |
| | Not Found | 277 | | | | | | |
| | Total High School Graduates | 533 | | | | | | |
| | RAUL YZAGUIRRE SCHOOL FOR SUCCESS | | | | | | | |
| | 101806001 RAUL YZAGUIRRE SCHOOL FOR SUCCESS | | | | | | | |
| | Four-Year Public University | 9 | 1 | 2 | 3 | 2 | 1 | 0 |
| | Two-Year Public Colleges | 24 | 9 | 7 | 1 | 3 | 2 | 2 |
| | Independent Colleges & Universities | 0 | | | | | | |
| | Not Trackable | 4 | | | | | | |
| | Not Found | 19 | | | | | | |
| | Total High School Graduates | 56 | | | | | | |

Source: Texas Higher Education Coordinating Board and Texas Education Agency

"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

Includes high schools with more than 25 graduates. If enrollment in public higher education less than 5, the GPA data is omitted.